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ABSTRACT

Voter approval of two elementary schools that would replace four existing structures in four inner-city communities in the Des Moines school system was the impetus of an intensive effort at involving inner city residents in the planning and decision-making regarding the design of the new educational program and facilities. The charrette technique was selected to plan the schools. In a charrette, solutions to problems are developed by planning intensively in a compressed period of time while working against deadlines to resolve differences. This report describes what a charrette is and how the Des Moines charrette was structured. An attempt is made to describe the events, and their human dimension, that occurred during the ten-day period. The goals and proposals that were developed in charrette and that represent the "products" of charrette participants are listed. Another "product" of charrette, the reaction of participants, is found in a report of their evaluation of their charrette experiences. Finally, factual information regarding financing and participants is provided. (Author/MLF)

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Acknowledgments

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The art work used in this report was taken directly from the work produced during the Charrette by the Graphic Interpreters.

We also wish to express our thanks and gratitude to Deane N. Haerer, Director School-Community Relations, Des Moines Public School System, for his writing, editing, photographic, and design contributions to this report.

Dr. Charles Link, Director Drake-Des Moines Educational Institute and Charrette Coordinator.

Donald L. Brubaker, Coordinator Model Cities Educational Component, Des Moines Public School System and Charrette Coordinator.

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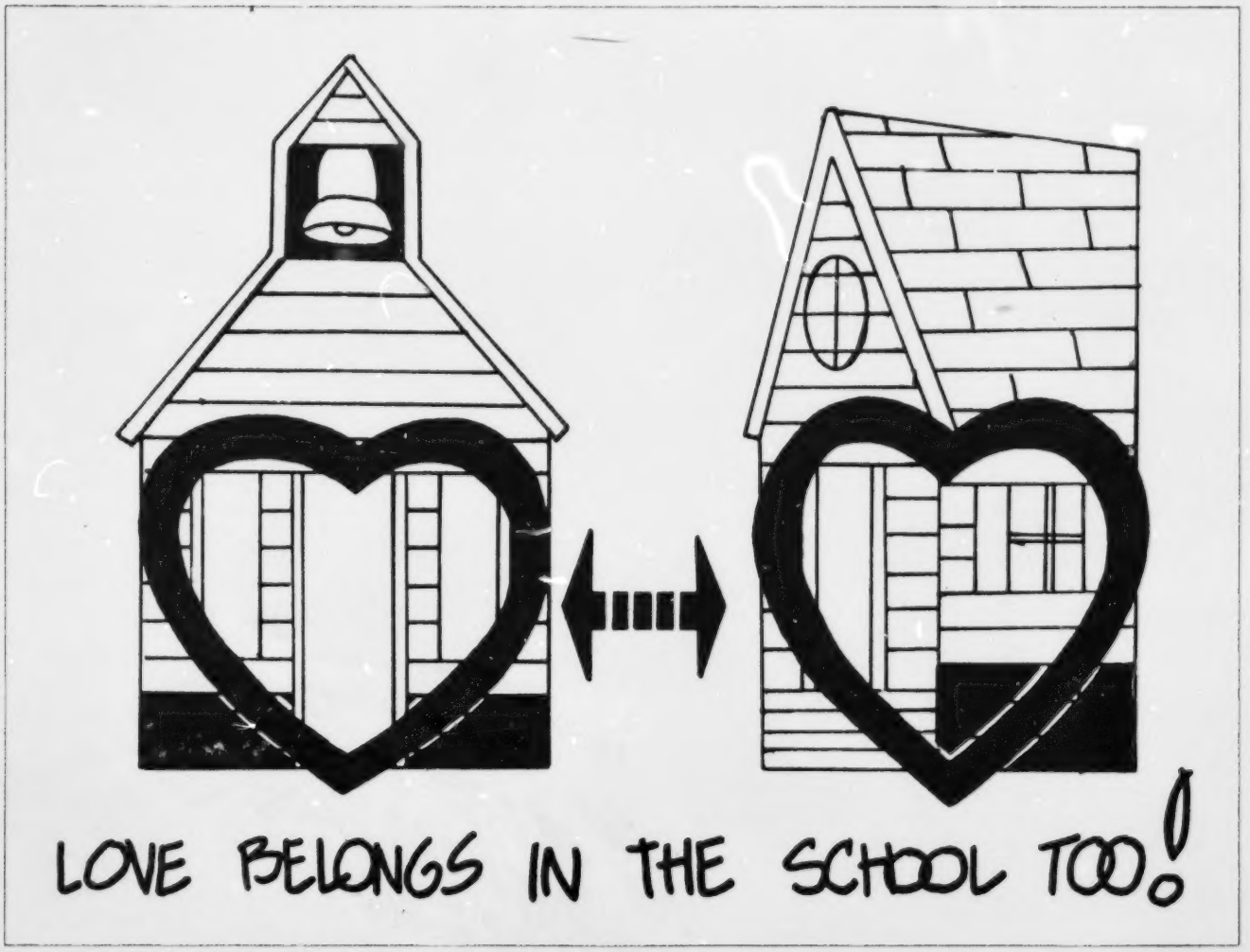
Charrette '71

How A Community Planned Two New Inner-City Schools



A Report of
The Educational Facilities Charrette
of The Des Moines Independent
Community School District
Des Moines, Iowa

Introduction

CHARRETTE '71 – an intensive effort at involving inner city residents of Des Moines in the planning of education for the community!

For the Des Moines Public Schools, the Educational Facilities Charrette was the culmination of a program of citizen involvement in a city-wide school building construction program. In 1968, the school system embarked on this building program with the aid of a Citizens' Advisory Committee which studied the building needs of the school system and made its recommendations to the Board of Education. Citizens in the attendance areas of each of the building projects approved by the voters were involved with school personnel in the planning of these new facilities. None, however, was involved as much as Charrette participants representing areas to be served by the Bird-Grant and Nash-Kirkwood replacement schools.

These new schools were of special significance to both the inner city communities and the school system. Achievement levels far below the norm for Des Moines elementary schools were a common source of frustration. For community, the low achievement levels represented a serious handicap to its goals and aspirations. It meant that many children would be at a disadvantage when they moved to junior and senior high school and would have to "compete" against children who came from schools where achievement levels were higher. It also meant that education would not be reaching its potential as an ally in the struggle against unemployment and underemployment, poor housing, discrimination, and the other social conditions so common in inner city communities throughout our nation.

For the school system, the low achievement levels were an indication that the many special and compensatory programs which had been programmed into these inner city schools were not creating the degree change needed and desired in these communities – a pattern found nationally. The limited changes wrought by these programs did, however, serve to underscore and sharpen an awareness of the complexity and tenacity of the problems involved with providing effective education for children from racial minorities or low socio-economic backgrounds. This awareness and the increasing refusal by communities to accept the responsibility for poor school performance but rather to hold the school accountable for what happened to their children suggested a need for the school and community to combine forces for the improvement of education.

Aside from the improved educational program and outcomes envisioned in these new schools, the buildings themselves were symbolically significant. To the communities, the presence of new school buildings was the reversal of a trend in which their schools were closed but not replaced; a trend which symbolized what residents saw happening to their communities generally. The commitment to building new elementary schools in these communities was important to citizens looking for evidence of progress in their efforts to stop the deterioration of assets, both human and physical, which are necessary for creating and maintaining an improved community. A new school held the promise of continued investment in the community. It stood above the rhetoric of social concern as a reason for continuing to care, hope, and build. To the school system, the new elementary buildings and the educational programs they were designed to support were seen as opportunities to exhibit to the total Des Moines community a commitment to quality education for inner city residents. It was intended that this quality program would serve as a magnet school to attract children from throughout the city and would serve as one way of involving the larger community in achieving racially integrated school experiences.

In December of 1970, representatives of the school system began to work earnestly with the four communities to intensely involve residents in the planning and decision-making processes regarding the design of the new educational program and facilities. Residents were wary! They had been asked to be "involved" before! There were many suspicions about the school system's motives and about ending up being used or being asked to "rubber stamp" what had already been decided. As work toward establishing the Charrette progressed, members of the communities communicated to school representatives many times in many different ways that their continued involvement in the project should not be interpreted as evidence that the basic suspicions were no longer present. Community participation, motivated by an abiding faith in the potential of education and a desire to increase the community's influence in educational matters, did continue and culminated in Charrette '71.

This report is to help you become familiar with the Des Moines Charrette. In order to do this, different kinds of information are included. Some of the information – the description of what a Charrette is and how the Des Moines Charrette was structured – is to help you understand the setting in which the Charrette participants worked. Although reaction to and perception of Charrette events are highly personalized because of the many different sets of hopes, fears, and expectations brought to Charrette, an attempt is made to describe the events, and their human dimension, which occurred during the ten-day period. The goals and proposals which were developed in Charrette and which represent the "products" of Charrette participants are listed. Another "product" of Charrette, the reaction of participants, is found in a report of their evaluation of their Charrette experiences. Finally, factual information regard-

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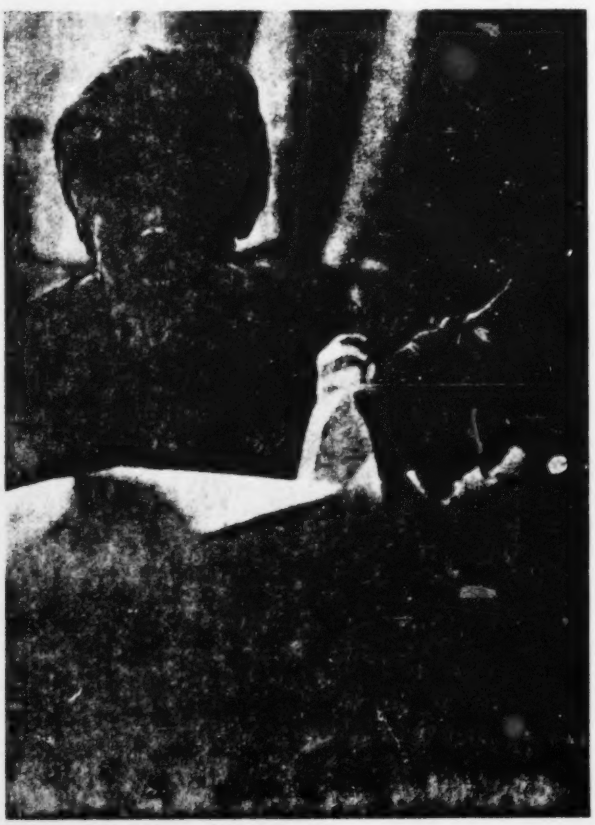
ing financing and participants is provided.

The purpose of this report is to describe and not to evaluate, for the true evaluation of Charrette will be in what happens in the days, weeks, and years to come. Value judgments regarding Charrette as a process and its productiveness to date are abundant and vary with the personal or organizational perspective from which the Charrette is viewed. It is hoped that the materials presented here will provide a basis for you to react to Charrette rather than to simply expose you to the reactions of others. Those who are interested in obtaining more detailed information concerning the organization and administration of this Charrette or a critique and evaluation of methods used should contact individuals or organizations associated with the Charrette.

We must admit at this time that we hope that this report does more than describe the Des Moines Charrette to many who were not involved in it. We hope that in many ways it will help keep alive the spirit of Charrette and assist all who are working for the betterment of education. Citizens, working with those organizations whose function it is to serve them, have described a school and program which they see as a possible fulcrum for community rehabilitation and growth. Hopefully this report will give you reasons to support their efforts in whatever way you can. Although the Des Moines Charrette was concerned primarily with the Bird, Grant, Nash, and Kirkwood areas, the total community has a stake in the success or failure of efforts to improve education and life in these communities. There are many who feel that the efforts of Charrette must bear fruits. As one resident put it, "We must succeed; not only for our children but because there are those people in both our community and the many organizations we have worked with who are sure we will fail! There are residents who feel it is useless to work with these organizations and there are people in these organizations who feel the community has little to offer in helping solve its problems. If we fail, it will be a long time before we get together again like we did for Charrette."



THE CHARRETTE PROCESS

1 DISCOVERY
Idea Discovery
Problem - Need Definition
Group Discussion - Forums

2 CONSOLIDATION
Refinement
Priority - Establishment
Importance - Feasibility
Juries

3 PROPOSAL DEVELOPMENT
Present to Board
Present to Community

4 IMPLEMENTATION

What Is Charrette?

A Charrette has been described as "a process of community planning," "a vehicle for citizen participation," and "a technique for studying and resolving educational facility problems." It is this as well as a unique personal experience for people who participate.

The literal meaning of the term Charrette is two-wheeled cart. Another meaning has developed over the years which has considerably more significance to persons involved in community planning. The second meaning evolved when the faculty at the Paris' Ecole des Beauz-Arts (School of Architecture) reportedly sent a two-wheeled cart, la charrette, to collect drawings and designs of architectural students prior to the end of the school term. Occasionally, students did not have their assigned work completed. When this happened it was not uncommon to see someone atop the cart hastily making last minute alterations or improvements to designs while en route to les professeurs. The word CHARRETTE as adopted by architects is associated with building design and has become synonymous with creativity, compressed time, deadlines, and feverish planning.

The Charrette concept has been used in a variety of different planning situations across the United States to develop community facilities, i.e., high schools, elementary schools, and community health facilities. Des Moines conducted an Educational Facilities Charrette in which emphasis was placed on planning two new inner-city elementary schools to replace four obsolete facilities that date back to 1885. An Educational Facilities Charrette, as employed in Des Moines and elsewhere in the country, is essentially a planning process whereby members of a community have the opportunity to establish a structure and organization in cooperation with the school system to develop plans for an educational program and school facility. The technique requires that: (1) a majority of planning participants be representatives from the area to be served by the school; (2) matters relative to the solution of problems are considered in open public meetings; (3) much of the responsibility and authority for planning is placed on the community; and (4) the community seeks and considers the advice of educators, planners, local public officials, architects, business representatives, and students.

The main purpose of conducting an Educational Facility Charrette is to provide the community with an opportunity to develop plans that are consistent with needs of the community, within the capabilities of the community to implement, and directed toward solving problems of the community as identified by residents living in the target area. Solutions to problems are developed by planning intensively in a compressed period of time while working against deadlines to resolve differences. Basically, the Charrette provides a framework for:

1. Increased community involvement in solving problems.
2. Greater acceptance of solutions to problems.
3. More effective planning.
4. Developing trust between community and school.
5. Identification of new roles and responsibilities.

The Charrette process differs considerably from conventional methods of planning. First, it provides a structure which allows residents and agencies to collectively identify problems, needs, and interests that prevail in a community; seeks solutions to community problems; confront elected officials in open public forum about community needs; and assists in the implementation of programs. Second, many feel the Charrette is more effective than traditional methods since proposals are more likely to be accepted and supported by residents due to their participation and involvement in the planning process.

As a summary and assistance to others interested in exploring the use of the Charrette concept, the following questions should be considered: (needless to say, a positive response is required)

- Are educational planners willing to "share their role" with community residents?
- Is the school district interested in cooperating with other local agencies to "revitalize the community?"
- Are funds available to assure community participation in planning activities?
- Will the school administration and Board of Education allow residents to "participate in the decision-making process?"
- Is the school system willing to solve problems by "entering into meaningful dialogue" with representatives of the community?

Charrette Comes To Des Moines

The Des Moines Public School System in cooperation with the State Department of Public Instruction sponsored a program on community participation and involvement in planning inner-city school facilities during the Fall of 1969. Letters were sent to Iowa superintendents, school board members, professors of education and interested citizens inviting them to attend an evening meeting to hear about "Charrette", a relatively new method of planning schools. The featured speaker was Walter E. Mylecraine, former Assistant Commissioner for Education, United States Office of Education, Department of Health, Education and Welfare, who discussed the Charrette concept as a technique for planning school facilities.

Interest generated by Mylecraine and other central office personnel in using the Charrette concept to plan inner-city facilities developed in Des Moines at an opportune time. The school system had to plan two new inner-city replacement schools as part of its current four-year $18 million building program. This interest continued to grow until the summer of 1970, at which time a Coordinator of Planning and a Director for a newly created Drake-Des Moines Institute were appointed and charged with the responsibility of assisting one of the two remaining elementary communities in planning their school. The Charrette technique was one of several options available to plan the facilities.

The Charrette became a reality November 17, 1970 when the Board of Education approved a recommendation by the Superintendent of Schools to use a single Charrette to plan the two new inner-city elementary schools which would replace four existing structures. Shortly thereafter, the Charrette was assured when the school system committed $15,000 on November 25, 1970, to the project; Model Cities notified the school of a $20,000 appropriation on December 16, 1970, and the Polk County Superintendent's Office allocated $5,000 December 17, 1970. Other financial commitments were made later by other agencies, organizations and institutions, but the $40,000 provided a basis to guarantee that sufficient funds were available to conduct an Educational Facilities Charrette.

Organizing The Steering Committee

The formation of an effective Charrette Steering Committee is probably the single most important step toward the creation of a successful Charrette. Certain conditions must be met when establishing a steering committee if it is to function in behalf of the community, be viewed as community oriented rather than institutionally controlled, and be trusted by residents in the community. The Des Moines Charrette Steering Committee was organized as follows:

1. The community had the voting majority to guarantee that their interests, desires, needs, and problems were considered.
2. Residents of the area representing the community were elected at open public meetings.
3. Committee officers were residents of the communities and were elected rather than appointed.
4. Agencies, organizations, and institutions that were needed to provide information, financial or in-kind support, an administrative structure to assist in the implementation of plans after the Charrette, and support in the larger community were identified by resident members elected to the Steering Committee.
5. Representatives from agencies, organizations and institutions were persons in decision-making positions or reported directly to persons in decision-making positions.
6. The Steering Committee had an abiding interest in helping the community members solve its problems and were available to participate in all Charrette activities.

The Des Moines Steering Committee consisted of twenty-seven persons who officially met for the first time January 18, 1971. The Committee was designed initially to be small so the community would have the opportunity to increase its size later if it so desired. Composition of the original steering committee was as follows:

*Representatives	Number
Residents from the immediate area	
Bird Elementary Attendance Area	4
Grant Elementary Attendance Area	4
Kirkwood Elementary Attendance Area	4
Nash Elementary Attendance Area	4
Residents from community at large	3
Representatives from agencies, organizations, and/or institutions	
Model Cities	1
State Department of Instruction	1
School District	1
Polk County Superintendent's Office	1
Drake University	1
City Government	1
Greater Opportunities	1
Chamber of Commerce	1
TOTAL	27

*Names of representatives that served on the Steering Committee are found in the appendix.

Site Selection

The Charrette steering committee was given the responsibility of determining what school sites would be recommended to the Board of Education for the two new replacement schools. Residents living in the Bird, Grant, Nash, and Kirkwood Elementary School attendance areas also had an opportunity to take an active part in the site selection process. Many residents exercised this privilege as one meeting alone had approximately one hundred persons present. Yet, at other crucial public hearings there were less than twenty persons attending.

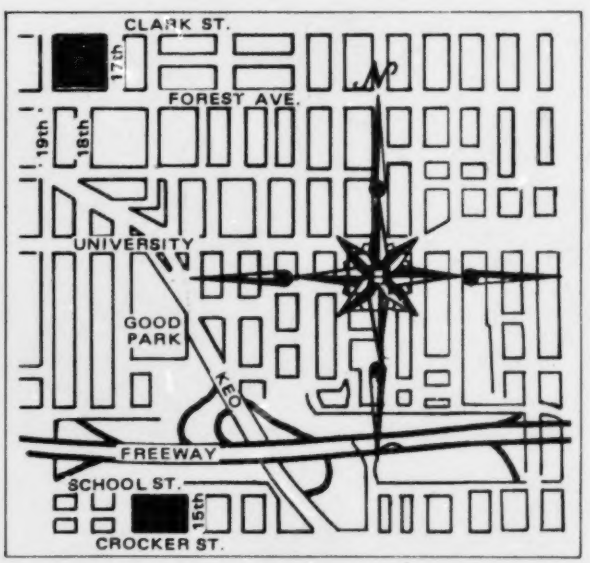
There was considerable distrust of the school as to whether the community would really be allowed to decide such an important matter as location of their schools. Even though the school had indicated their recommendation would be that of the steering committee, uncertainty prevailed until the steering committee's recommendation went to the Board of Education unchanged.

Prior to determining the actual site recommendation that went to the Board of Education, considerable time and effort was given by the city, school, and community in deliberating the matter. The following dates present the events leading up to the night of March 16, 1971 when the site recommendation was drafted by the steering committee:

Charrette Planning Committee requested the school to present site possibilities	February 16, 1971
Site possibilities were presented to the Charrette Steering Committee	February 25, 1971
Public meetings were held to discuss site locations being proposed by Steering Committee	March 9-11, 1971
Steering Committee drafted site proposal for Board of Education	March 16, 1971
Board of Education approved Steering Committee's site recommendation	March 30, 1971

The two sites that were approved by the Board of Education are shown below. The Steering Committee had recommended that the new Nash-Kirkwood School be constructed on a site located at 17th Street to 19th Street from Forest to Clark and that the Bird-Grant School be placed on a site located at 15th Street to 17th Street from Crocker to School. The Steering Committee's site recommendation was unanimously approved by the Board of Education. This fact plus the Committee's recommendation being unchanged helped alleviate some of the community's fear that the Board of Education would not heed their advice.

At present, the school district is in the process of purchasing individual home sites for the two new replacement schools.



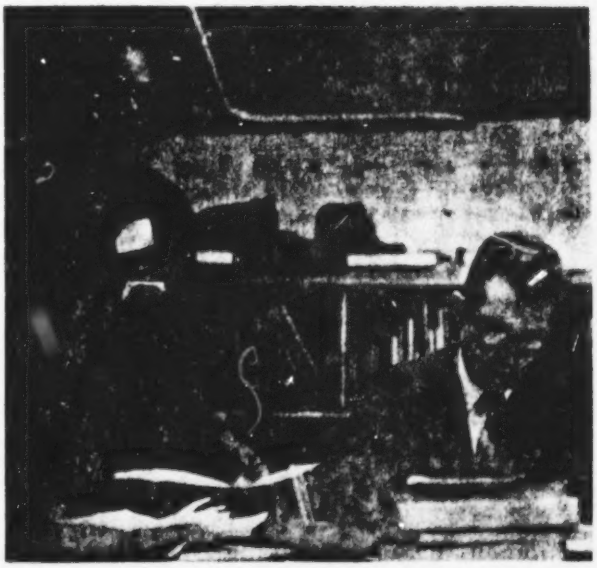
Planning The Charrette

The steering committee, working with the two coordinators appointed by the school system, had the responsibility of planning the Charrette. Their decisions determined when and where the Charrette would be held, who would participate, and how the Charrette would be conducted. Meetings to plan the Charrette officially started December 22, 1970 and ended March 27, 1971. During this three-month period, eight committees were organized to carry on the necessary work to operationalize this unique planning process. All committees were chaired by community residents. Each member of the steering committee served on at least one of the eight committees depending upon their area of interest and expertise. A discussion on how the Charrette was planned would not be complete without reference to the following committees and their work:

Charrette Location Committee – This committee had the responsibility of finding a suitable site for the Charrette. The facility used to house the Charrette had to be large enough to accommodate approximately one hundred and fifty persons, house office workers, and be reasonably accessible to residents living in the area. Several buildings were considered, but the Knights of Columbus Building located at 24th and Woodland Avenue was used since it was judged to meet the needs of the Charrette.

Charrette Participation Committee – This committee probably had the most difficult task to perform during the pre-charrette period. Who would participate in the charrette, how would participants be selected, and how much participants would be paid were but a few of the many questions they had to answer. This committee with the approval of the steering committee developed the following policies to govern participant selection:

1. Members of the steering committee automatically participate in the charrette.
2. An additional sixteen residents from each of the elementary attendance areas of Bird, Grant, Nash, and Kirkwood plus nine additional residents from the community at-large were selected to participate in the charrette.
3. All residents selected to participate received a minimum of $25.00 per day for their attendance at both day and evening meetings. Residents who were employed and made more than $25.00 per day received the $25.00 minimum pay plus an additional amount to make up the difference between their income and the $25.00 base pay.
4. High school students selected to participate received $10.00 per day for their attendance at both day and evening meetings.
5. The four area residents and three resident representatives at-large selected the additional community residents using the following guidelines:



The sixteen representatives selected should:

a. Represent all age groups using the following breakdown:
   (1) Two students
   (2) Six adults 19 to 30
   (3) Five adults 30 to 65
   (4) Two adults over 65
b. Reflect the racial composition of the school in their community attended.
c. Represent the range of viewpoints found in the community.
d. Be representative of both sexes.

While provisions were made to pay people to participate in the Charrette, it should be noted as a matter of record, that persons representing agencies and employees released with pay were not reimbursed by the Charrette.

Every effort was made to notify the public about the Charrette. Application blanks to participate in the Charrette were mailed and distributed to residents living in the four elementary attendance areas, ads were placed in the newspapers, and radio and television carried public announcements to publicize the Charrette and encourage participation. Once the deadline for application had been reached, selections were made by the four residents serving on the steering committee and were approved by the steering committee. This committee terminated its work with a meeting held at Irving Junior High School to acquaint prospective participants with their responsibilities and the Charrette process.

Design of Charrette Committee – Your attention is directed to another portion of this report titled Design of Charrette Activities where results of this committee's work is reported.

Publicity Committee – The Publicity Committee developed and implemented an ambitious program to keep the community informed, notify the public of the need for community participation, and acquaint residents with the Charrette process. Every conceivable form of communication was used to keep the Charrette before the public. The newspaper, radio, and television were of particular assistance and provided excellent coverage. Posters, handbills, notices through the mail, and a telephone dial-a-message were used extensively. Even a sound truck was used to publicize evening meetings during the Charrette. Another valuable source of communication was provided by members of the steering committee and interested citizens who through personal contacts with neighbors and friends talked about the Charrette they were planning. The Charrette would surely have fallen short of expectations without this person to person communication.

Selection of Consultants Committee – This committee had the responsibility of identifying and recruiting consultants to serve as resource persons in the areas of education, school facilities, community development, and community-school programs. In addition to needing technical assistance in the areas above, the Charrette also required the services of a communication expert to aid in facilitating discussion. The committee was able to secure the services of very capable people who provided the needed assistance. Persons employed as consultants are listed in the appendix along with others who participated in the Charrette.

Data Collection Committee – Members of this committee spent the majority of their time identifying the kinds of information they wanted. They then asked the city and school to obtain it for them. The city provided considerable demographic data regarding land use, transportation, recreation, social services, etc. Maps and information generated by the city prior to the Charrette when school sites were being selected were of particular help. The school collected information concerning achievement, attendance, teacher preparation, financial expenditures, and other related data on the four schools being replaced. All information was made available to the public during the Charrette.

Child Care Committee – The need to provide day and evening care for children did not materialize during the Charrette. The one center planned to provide this service was disbanned early in the Charrette. Most parents made their own provisions or used a federally assisted Tiny Tot Center in the area. This was expected since part of the reason for setting the $25.00 per day reimbursement allowance was to enable participants to make their own child care and transportation arrangements.

Funding Committee – For all practical purposes this committee did not function, as most of the funds had been committed before the steering committee began their work.

Persons serving on the steering committee spent considerable time in planning the Charrette. It was not uncommon to find some members meeting two and three times a week. Steering committee meetings were typically held every Thursday evening, but there were other meetings involving site selection, planning the regular steering committee meetings, and committee work. This entire report in a real way is a tribute to the sixteen residents, the three community-at-large members, and the agency representatives who served on the steering committee and gave so much of their time to the community.

Design Of Charrette Activities

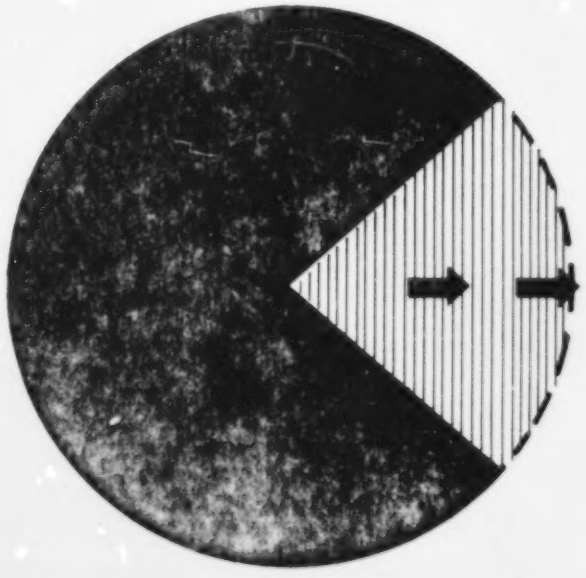
The design of a Charrette is based on three essential elements; (1) the variety of people involved, (2) the amount of time scheduled for activities, and (3) the activities planned for the people and time available. Because Charrette is a dynamic process, its design must be flexible enough to allow for day-to-day decisions which reflect what has transpired in the preceding activities. This means that much of the design of daily activities must wait until the actual Charrette is in progress and it is possible to assess what is happening in the various discussion groups. It is important, however, to emphasize that all decisions are guided by the overall goals of the Charrette.

The Des Moines Educational Charrette was scheduled for ten days and evenings – April 13 through April 23 with Sunday, April 18th as a day off. Daytime sessions were scheduled from 9:30 A.M., to 4:30 P.M., with flite-type lunches being served to Charrette participants at the meeting site. Evening meetings were scheduled from 7:30 P.M., to 9:30 P.M. The ten-day length of the Charrette was recommended to the Charrette Steering Committee by the coordinators for several reasons. First, the ten full days seemed to allow enough time for Charrette participants to explore the areas of concern and come up with proposals for the development of their schools and communities and yet avoid the marked fatigue reported in some Charrettes which had been held for up to fourteen days. Second, the cost of a Charrette of ten days length fell within the amount of monies available to the Charrette at the time this decision was made. As the Charrette progressed, several adjustments were made.

Consultants, discussion leaders, recorders, and graphic interpreters were brought together a day before Charrette began so that they would have some time to become familiar with one another and with the roles they were to assume during the Charrette. For consultants, the April 12 meeting was their first opportunity to become acquainted with one another and with some of the background of the Des Moines Charrette. Discussion leaders, on the other hand, had previously been involved in a one-day workshop to assist them in preparing for their role in the Charrette.

Participation in the Des Moines Charrette reflected a wide range of interests, talents, and viewpoints which are necessary to promote creative interaction between the

WHO PARTICIPATES?



Resource People and Representatives

educators
planners
architects
psychologists
sociologists

school representatives - admin.
governmental representatives
agency representatives
representatives of the private sector

clients and those who serve them. The participants fell into the following categories:

1. Community residents:
   a. eighty full-time participants from the four target area communities.
   b. twelve full-time participants from the community-at-large.
   c. residents who attended evening meetings but were not involved in the daytime meetings.
2. Representatives of agencies, governmental units, and organizations which are involved in decisions affecting these neighborhoods and/or in providing services.
3. Supportive staff.
   a. seven consultants – including the contracted architects for the two projects.
   b. seven discussion leaders selected from community residents.
   c. seven recorders.
   d. seven graphic interpreters – people with architectual background who prepared graphic materials to use in representing ideas formulated by Charrette.
   e. two Charrette coordinators.

Prior to the beginning of the Charrette, two eight-man developmental teams consisting of teachers, principals, and supervisors from the Des Moines Public Schools, consultants from the Polk County Board of Education and staff members from Drake University had been identified and given the task of developing educational specifications based on directions given by Charrette participants. Most of these team members were full-time participants during Charrette.

During the Charrette, two community residents were added to each developmental team at the insistence of community representatives. There had been a longstanding concern that the viewpoints of the community residents were lacking on the developmental team. Leaders of the community definitely felt that "Community Spokesmen" were needed in order for residents to have confidence that what they were saying in Charrette would be reflected in the specifications to be prepared by these teams.

Since Charrette sought to involve community intensively over a relatively short period of time and also attempted to involve as many community residents as possible, two basic types of meetings were scheduled. Daytime meetings, held at the Knights of Columbus Hall, consisted of study groups which met from 9:30 A.M., to 4:30 P.M., daily. These meetings, as were all Charrette meetings, were open to everyone, however, they were attended primarily by those people who participated in Charrette full-time and who had the responsibility of representing either the community or their employer in the study and planning processes. Evening meetings, held at Irving Junior High School for the Nash-Kirkwood project and at Knights of Columbus for the Bird-Grant project, were designed to involve greater numbers of the community. During these meetings, the various study groups reported on their progress and solicited the reactions and suggestions of community members who did not take part in daytime activities as well as reactions from daytime participants who were working in other groups. Actually, evening meetings had limited success in getting additional community residents involved in planning for the new schools.

The general purposes of a Charrette are to provide an opportunity for a community to:

1. identify and explore problems, areas of concern, hopes and aspirations, fears, and community desires as they relate to the matter being considered; in this case the design of educational programs and facilities.
2. study areas defined as important and to establish goals and priorities.
3. investigate alternative programs and courses of action which can be considered for making progress toward meeting community needs and desires.
4. test the economic and political feasibility of actions desired.
5. develop guidelines, plans, and/or proposals.
6. gain commitment to the implementation of Charrette proposals and develop working relationship with the agencies, governmental units, and organizations which serve the community and which control resources necessary for implementation.

Charrette activities were designed to assist participants achieve these purposes by:

1. providing information, in the form of personnel, maps and other data needed for planning.
2. providing consultants in the major areas considered.
3. structuring interaction aided by discussion leaders, recorders, and graphic interpreters.

For the first cycle of activities, daytime meetings were organized around four major topic areas:

Educational Program
Educational Facilities
School-Community Programs
Community Development

All Charrette participants were assigned to a discussion group which was scheduled to spend a day and a half in each of the four topic areas. Each discussion group was assisted by a team consisting of a:

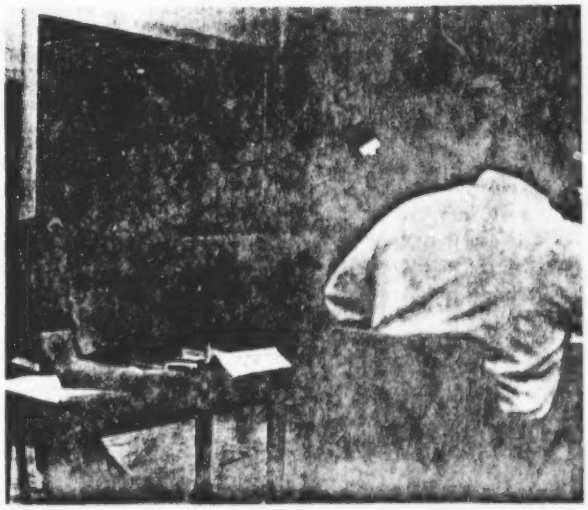
*discussion leader – community resident – to assist the group in communicating with each other and the consultants.
*consultant – to provide professional, technical assistance to the discussion group.
*recorder – to summarize and record the progress of discussion groups.
*graphic interpreter – to produce graphic materials to summarize ideas and plans. These materials were also used for communicating with evening participants.

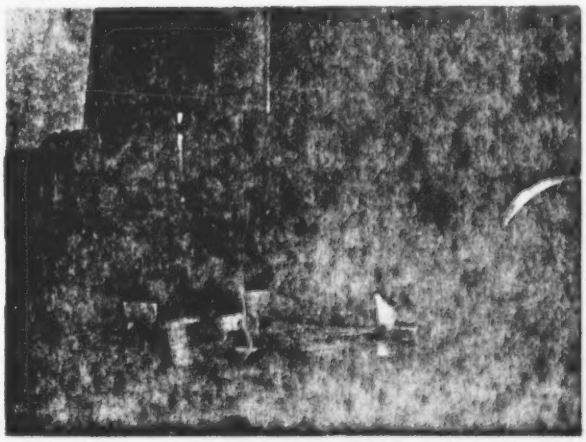
This team was "stationary", which meant that each team worked with four different discussion groups, and each discussion group worked with a different team in each of the four major topic areas.

The rotation of all discussion groups through the four topic areas, each with its stationary team, provided an opportunity for all participants to explore all areas being considered in Charrette. The stationary team, since it assisted all groups in their discussions, was able to identify the similarities and differences of content from each group's discussion. Since this enabled the team to identify common themes and to expand the discussion of succeeding groups, the group discussions had a cumulative effect. This rotation format encouraged participants to see the very real interrelationship between the four topic areas and encouraged them to take a comprehensive view of the development of a new school facility and program. The fact that comprehensive views were developed and the interrelationships recognized became evident as groups progressed through the rotation cycle. Both participants and team members indicated that discussion in previous groups had "covered" much of the territory which was to be discussed in the other discussion groups. As a result, only one day was spent in the fourth phase of the rotation cycle.

Following the rotation through the four discussion groups, participants were given a chance of stating which topic area they would like to work in during the remainder of the Charrette. A large majority chose Educational Facilities and Educational Program. Because of the great similarity in matters of concern and the smaller number of residents wanting to continue working in the topic areas, the Community Development and School-Community Program groups were combined.

As an attempt is made to describe the sequence and design of Charrette activities, there may be a failure to also communicate the movement of events within this overall design. As the need arose or was felt, discussion groups were combined, subgroups were established, caucuses regarding citizen or staff concerns -- i.e., citizen members on the developmental teams – were held, and participants



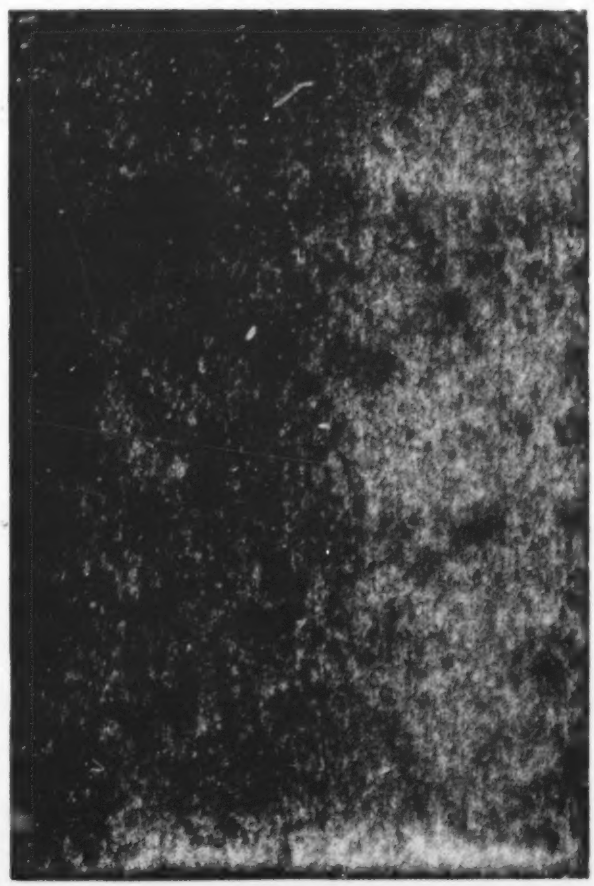


changed work groups, temporarily most of the time, to become involved in discussions of prime concern to them. The most notable example was a discussion group of Nash and Kirkwood residents who worked with a consultant to bring into the open and discuss racial issues confronting these two communities which were forced into a relationship with one another by the school building program. At other times a meeting of all Charrette members would be held because the coordinators had organizational matters to discuss with the group or the citizens themselves had business to conduct, such as the election of a post-Charrette committee to continue the development and implementation of Charrette proposals.

Evening meetings, Open Public Forums, were begun on April 14 and were scheduled for each evening through April 23. During the course of the Charrette the starting time of these evening meetings was switched from 7:30 P.M., to 8:00 P.M. The general format of these meetings was to have representatives, usually community residents, report on the work of their groups to the remainder of the Charrette participants and to community residents able to make only evening meetings. These general reports made it possible for additional community people to learn about what their representatives were doing in Charrette and to provide feedback to them. Two of the evening meetings were used for the presentation of Charrette proposals to juries made up primarily of administrators and/or chief officers of the agencies or organizations related to the proposals being presented.

Juries served the purpose of enabling Charrette participants to test the economic and political feasibility of their thinking and to use an open public forum for gaining commitment to their goals. A jury consisting mostly of public service agency personnel to consider the Community Development proposals was held the evening of Tuesday, April 20. A second jury consisting of school administrators and school board members was held on Thursday, April 22. A final report back to the communities had been scheduled for Friday evening, April 23, however, this meeting was cancelled for a number of reasons. Following the jury sessions there were no basic changes made in Charrette proposals and another report of the same proposals would have been anti-climatic. It was also evident to Charrette participants and staff that the people for whom the last meeting was intended were among the 300 or more people who attended the jury meetings.

Another Charrette event, an informal social gathering in one of Des Moines' restaurants, was arranged by some Charrette participants and served as a fitting closure to the Charrette. Scheduled to follow the last Open Public Forum which then was cancelled, it remained to be seen whether a very tired group of people who had been together for ten



days would come back together after being able to go home and start unwinding. The turnout was good. There were blacks and whites, professional and non-professional who brought their spouses. People who had not been involved in the process of getting to know one another for ten days were now present. The familiar confines and environment of Charrette were gone, the interaction more tentative, but they were there and there was interaction!

A Participant's View Of Charrette

At 9:00 a.m. on the morning of April 13, 1971, approximately 200 uncertain but eager citizens gathered in the main meeting room of the Knights of Columbus Hall, 24th and Woodland Avenue, to begin their participation in the Des Moines Educational Facilities Charrette.

On hand to offer greetings and help launch the proceedings were: Virgil Robinson, Chairman of the Charrette Steering Committee; Governor Robert D. Ray, Mayor Thomas Urban, and Superintendent of Schools, Dr. Dwight M. Davis.

Mr. Robinson opened the program by formally relinquishing his chairmanship of the Steering Committee. "With the beginning of the Charrette program today the work of the Steering Committee has come to a close. I am proud of the very difficult job that the Steering Committee undertook and accomplished in organizing this Charrette program. It is now up to you people to accomplish the task of planning two new school facilities. What you accomplish during the next two weeks is vital to the future of our communities and the children these schools will serve. I would urge you to remember that, our children are depending on you. If you fail, if we fail, don't blame the children," Robinson said.

It was a challenge that was echoed by Governor Ray, Mayor Urban and Superintendent Davis. All three endorsed the project and committed their personal support to the concept of the Charrette planning technique.

The following narrative provides an impression of what took place during the Charrette as seen through the eyes of a number of participants. It is a composite of views and does not represent any one person's view of Charrette.

My Introduction To Charrette

Like most of my friends and neighbors, I received letters from school officials and members of the Steering Committee explaining Charrette and urging me to take an active part in it. I had also read stories in the newspaper, seen posters around town, and heard people talking about it on radio and television.

But I really didn't understand what it was all about or how it could affect me, or my kids for that matter. It just sounded like a lot of the usual school stuff supported by a few do-gooders in the community. I didn't give it too much thought. It was in early February that I got my first exposure to Charrette.

A friend of mine, who like me, is usually leary of any school request for parent involvement, stopped me after church and told me about a Steering Committee meeting that she had attended. Although she was suspicious, she felt that maybe this new situation just might be for real and insisted that I go to the next meeting with her. I did.

That meeting and the five or six others that I attended, had a real influence on me. I saw some of my neighbors, black as well as white, involved in something really important. Something that could really make a difference – not only in race relations but more important – in the kind of education my kids and their kids would get.

I have always felt that education was important, especially for poor people, if they ever hoped to better themselves. But like most of my friends, I really didn't think I could do anything to change the schools or anything else for that matter. But this Charrette thing sounded like it might be the chance to really let the people get involved and have a say about how their kids are going to be educated.

Both my curiousity and interest were aroused. I decided to get involved.

Taking Part In Charrette

Charrette was people – different kinds of people coming together to work on a problem. I saw people I had known all my life. I met people I had never seen before, so I began to try to figure them out. Who was "community," that is people who had children in the schools we were talking about or lived in the neighborhoods? Who were the teachers? Who were the "big shots" from the School Board Office? Who were the people brought in from out of the city as consultants? I always thought I could sort people out fairly well, but this Charrette crowd was confusing at first.

Shortly after the Governor, Mayor and Superintendent spoke, we were divided into groups. Each group met with a chairman, a recorder, and one of the consultants. The groups were made up of parents, teachers, school administrators from the central office, principals, students, agency representatives, and a few from the community at large. Like always, people were suspicious. I sat quiet for awhile to find out what was happening before I talked. People were introduced and given cards to write their names on and put in front of them on the tables around which we were sitting. A chairman spoke for awhile; a consultant spoke for awhile, and then everybody began to say whatever it was they felt was most important.

It soon became clear that one of the first things we had to do was to learn to believe each other and to trust, not only the people we were working with at Charrette, but the promises we had been given by the School Board that the people in Charrette really would have a say in the building of the new schools. Some of us wanted to argue about the Black-White problems and we spent a lot of time on that subject.

We talked about a whole lot of things, like what we wanted to do to improve the community, and how that might affect the two schools we were planning. It meant that we had to talk about the kind of teaching we wanted and what kind of teachers and principals, nurses and counselors we wanted to work with the children. We had to talk about buildings, their uses, and how much of the money available we could spend on which parts of the buildings. We had to discover and develop ideas about the school as a community center that would be open twelve or sixteen hours a day all year long. We had to survey what was already on hand in the neighborhood so we would not waste money duplicating things and use the money instead to provide things we did not have. Of course, we did not take all of these subjects on in one discussion but took them up one at a time, a different one each day with a different set of discussion leaders, consultants and recorders but the groups stayed together morning, lunch, afternoon and often in the evenings.

During the first two or three days, we were all trying to build trust in each other. Those of us concerned with the race relations problem – which seemed to surface at some point in almost everything that we talked about – became aware of the fact that, although complete understanding between blacks and whites was not possible, a sincere feeling of concern was present in all groups, on both sides. I guess what really happened was, we found some common ground, the problem of designing new schools and education for all our kids, and got so involved in that problem, we never really did get to "knocking heads" on just race issues. When I think about it, it really is surprising that we didn't have a knock-down drag-out hassle.

Sometimes we differed on little points or argued with each other only to find out that we were talking about the same thing but using different words.

We had to, and I guess we did, develop some understanding of each others' hopes and dreams, so that we could carry on conversations that got somewhere.

Most of the consultants and communication facilitators were a great help to us. Without them, and the graphic interpretators, I don't think we ever would have gotten the job done. We probably would still be there arguing.

We talked about having community services in the schools so that they would be close to the people in the communities who needed them and didn't have transportation to get to them in some other part of town.

What we had in mind was such things as food stamps and other social services for people.

We talked about equal police and fire protection and having cops that are understanding of the particular problems of the community. We explored the possibilities of having swimming pools, daily food service for the old, full-time nursing care for everyone who needed it, an ombudsman to help with red tape (I had to find out what that meant), different kinds of school and community people than we have now – not just as personalities but the kinds of jobs they do, and on and on to see what we thought a really good community would be – a community with the heart of the people as its center.

We also had to learn to talk education. Everyone wants a good education for their kids; that is, you want them to learn to read, to use arithmetic, and to write well; but

when you get down to the details of how to do this and what the kids should read and write, it's another matter. From a principal of a school in Urbandale, we learned about "continuous progress" where children don't fail but keep going fast or slow until they have mastered all of the necessary parts there are in learning to be a good reader. He was so enthusiastic about his program, we found ourselves equally excited about it. We decided we wanted our children to grow up free from the sense of failure, free from feeling inferior, proud of their background and heritage, in other words, to be fully human. We decided on the "ungraded" school where children are not marked as second or fifth graders but are at certain places in their learning progress.

We had to think a long time about the buildings themselves and had to learn about other kinds of school houses beside the ones with long halls and rooms every thirty feet down the hall. The two men representing the architectural firms introduced us to another new concept – open spaces – one I had never heard of before. I learned that in a school house open spaces means large areas not closed up tight by walls, but carpeted, furnished with all kinds of equipment including kitchens for fixing snacks and places to grow plants and watch real live animals. We decided we wanted open spaces.

Then there was the item called a "reading well." We decided that we wanted one in each of the schools. It is a small area that has carpeted or padded steps in a semicircle leading down to a small pit where a teacher can sit and read to students, children can act out little plays or conduct discussions themselves. Sometimes the kids can just lounge around reading by themselves in the funny positions they get into when they are at home being themselves.

We got into some real hassles about gyms, lunchrooms, swimming pools, community rooms, counselors, and teachers. At one time during the first week, one group started to explore the idea of combining both schools into one site – called an educational park complex. After much discussion the idea was abandoned. We pretty well decided that we couldn't afford it and that it would defeat the purpose of the community-school concept.

Perhaps the easiest problem to solve was the kind of teachers we wanted. Everyone agreed that they had to be people who love and understand children, especially the children who would go to these two new schools. It was decided that the advisory committee should be able to recommend to the School Board certain teachers, principals and other school staff instead of the school personnel being sent out from the downtown office.

The idea of counselor received a lot of attention. What we wanted was somebody who could talk to the kid or more important, listen to him when he was in trouble or comfort him when he was sad or lonely or when he just plain needed love. We still aren't sure that a counselor with a graduate degree in the subject is what we are looking for. We also decided that kids sometimes need places to be alone so we recommended little igloos or boxes where they might crawl in just to get away from it all.

We also wanted a community room for the use of the people in the community. I hope it stays that way with its stove, refrigerator, sink, chairs, and tables so that people who want to work together may do so. I don't want the school to take it over for classroom use or for teacher use and let the community people in only when it is convenient.

We wanted swimming pools. We also wanted to have full-sized gyms and separate dining rooms and special areas for pre-school children. In order to get what we wanted, we had to combine some of these things. Nobody was completely happy but it's just like home when only so much money is available.

"Everyone had something to contribute"

We wanted a different kind of organization for the school because it was supposed to be a different kind of school. If the community-based school means that it serves the whole community the year around, not just children six hours a day for nine months, then some different kinds of things had to go on and that requires different kinds of workers. What we wanted and got was an organization that has at the top the person called the Community-School Director. The person in that job will have to coordinate all of the adult and child activities that go on in the building and play grounds. This will include working with many other agencies besides the School Board. The School-Community Director will have two assistants: the School Director, who is in charge of the educational program for children and teacher training; and the Community Director who is in charge of adult activities.

One thing that all the community people felt strongly about was full-time nursing service for each school. The nurse must get to know each family and its health problems so she can be of real service directly to the child and indirectly to the whole community.

If the school is to become one of the main centers of the community, then we believed that it should have an agency room, a place where there are desks for representatives from different agencies who can come to the building on a schedule to see the people that they serve.

As we worked together we learned that everyone had something of value to contribute. We got on a first name basis with everybody and the silly distinctions that set people apart from each other disappeared so that college professors and ADC mothers, teachers and parents, found themselves talking seriously with each other as friends and equals, which is where we're trying to get anyway. I really believe that the new schools will be something we can be proud of not, just as schools but as monuments to the fact that people who really want to work together to accomplish something can get the job done.

Yes, I'm glad I got involved in Charrette. It was a long and tiresome experience but I learned a lot. I was both glad and sad when it ended. But more important, I had a real chance to contribute to the planning and design of our schools. And when they are built, we hope they won't be "the school board's schools," because they belong to all the people, especially those who helped to plan them. Each one will reflect a little piece of a lot of ideas, dreams and hopes that the people in the Bird-Grant and Nash-Kirkwood areas have for their children and all the children that come after them.

Charrette Results

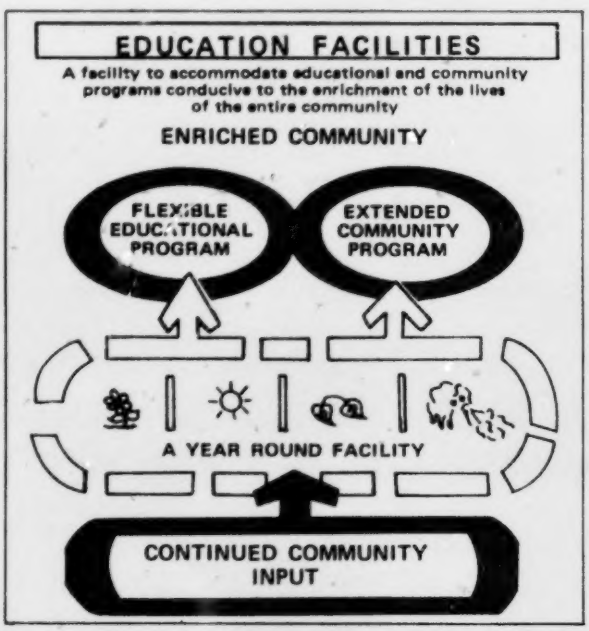
Charrettes produce few "finished products." After guidelines, desires, and values had been expressed by Des Moines Charrette participants, much work remained, and still remains, for the communities and those people who have the responsibility and training to build the programs and facilities called for. Consequently, a report of outcomes which can be vividly and precisely described at this time or which have been "wrapped up and delivered" is not likely to reflect the quantity and quality of useful work produced in a Charrette. The Charrette has produced an assessment of needs, an evaluation of current activities, and a series of value decisions which form the basis and the beginning of activities for improving education and life in these communities.

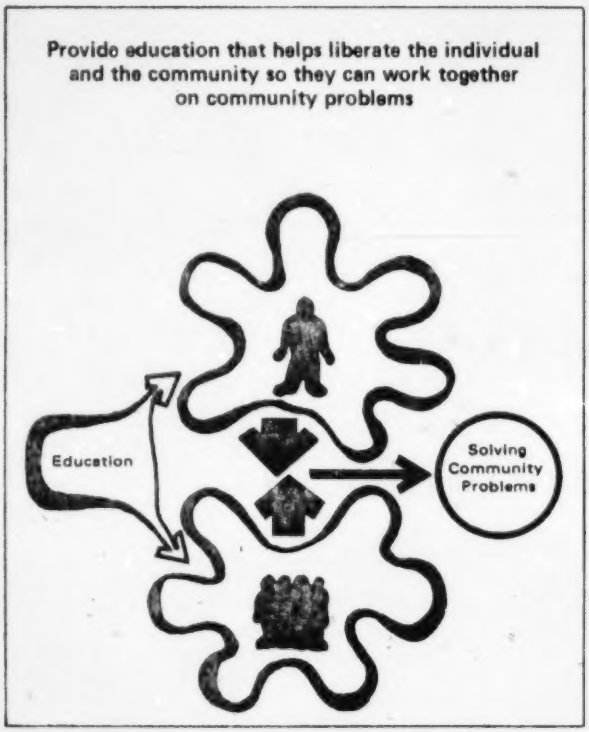
Evidence that a Charrette should be viewed as a contributing event rather than a culminating event in the development of schools and educational program is provided in the Educational Facilities Laboratories report of the Baltimore Dunbar Charrette. The conclusion reached was that, "Bringing together professional planners, architects, committee members, and the various bureaucratic agencies involved in school planning in an intensive day and night effort to establish the basic program, spirit, and preliminary design outline for a school is no substitute for the long professional planning necessary for a superior school building. But it did, in this instance, provide basic inputs for design, and it did permit the various elements in the community to have considerable positive influence in the design of the building which will result." Much of what was accomplished at Charrette has set the stage for specific, more reportable progress in the months to come.

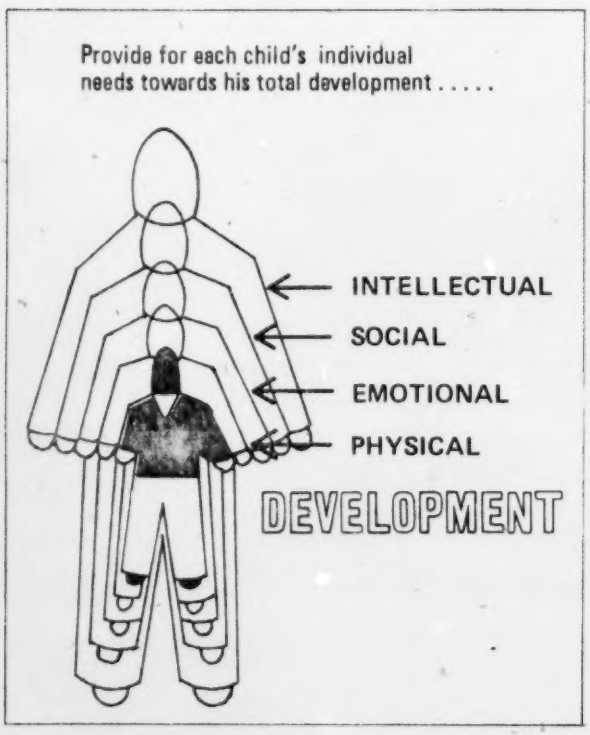
What came out of the Des Moines Charrette can best be communicated by presenting:

1. portions of the program and building specifications which have been organized to date. This represents an organized and refined statement of Charrette directions.
2. the preliminary proposals which were developed and presented to the community and decision makers during the Charrette.
3. an account of the formation of an interim community Advisory Committee to carry on the work of the Charrette.

Recognizing that additional thought and organization must be given to that which is produced in a Charrette, the school system had identified two developmental teams consisting of teachers, supervisors, directors, and principals and charged them with the responsibility of participating in the Charrette and then translating needs, interests, and desires of the community into educational specifications. During the final stages of the Charrette, participants negotiated to


EDUCATION FACILITIES
A facility to accommodate educational and community programs conducive to the enrichment of the lives of the entire community
ENRICHED COMMUNITY
FLEXIBLE EDUCATIONAL PROGRAM
EXTENDED COMMUNITY PROGRAM
A YEAR ROUND FACILITY
CONTINUED COMMUNITY INPUT


Provide education that helps liberate the individual and the community so they can work together on community problems
Education
Solving Community Problems



have community representatives on these teams also. As a result, two community participants were added to each team. Persons working ten days immediately after the Charrette as members of the two developmental teams were:

Bird-Grant Team

Mildred Robinson	Grant Resident
Lena Smith	Bird Resident
Richard Williams	Teacher
Betty Hoyt	Teacher
Betty Williams	Teacher
Olive Devine	Principal
Bernard Miller	Principal
Jack Owens	Supervisor
Carroll Childs	Director
Joe Mallard	Polk County
Don Brubaker	Coordinator

Nash-Kirkwood Team

Robert Miranda	Nash Resident
Vern Peverill	Kirkwood Resident
Merritta Florence	Teacher
Jeanette Wright	Teacher
Jane Sharp	Teacher
Louise Silver	Consultant
Frank Hildreth	Coordinator
James Wise	Supervisor
Jack Gibbons	Asst. Director
Marl Ramsey	Polk County
Charles Link	Coordinator
Richard Lampshire	Drake University

Members of both developmental teams met for the first time Monday morning at the Willkie House, a settlement house located in the Bird School attendance area, April 26, 1971 to begin intensive work on preparing the educational specifications. The first major task each member was asked to undertake was to familiarize himself with the voluminous notes taken and distributed by recorders during the many charrette sessions. After the notes had been reviewed and each person had examined one's own perceptions of what was "said" and what "happened" at the Charrette, members began writing a philosophy of education and identifying the goals of education for the two new schools. The philosophy and goals as interpreted by developmental teams were approved by the community and are now included in the educational specifications to communicate what participants expressed as their "beliefs" and "hopes" for education in the new Bird-Grant and Nash-Kirkwood Elementary Schools. They briefly summarize the hundreds of pages of notes which came from Charrette activities. They are the essence of what was said.

Statement of Philosophy

Bird-Grant and Nash-Kirkwood are conceived as community resources leading toward the liberation of the individual person and of the community so that members can function cooperatively and creatively as they strive for individual and community development. These resources shall serve pre-school children, school-age children, adults, and senior citizens. A community advisory group, in collaboration with the Board of Education and professional staff, shall give direction in areas of program, personnel, and use of facilities. Not only will specific services be provided, but the intent and structure of the community school shall serve as a catalyst as the community works to satisfy its interests, needs, and aspirations.

The school, therefore, as one of the focal points of community life, must conceive itself as serving, in the broadest sense, this community through instructive, health, and recreational programs for all ages. The school also brings to its people the skills, knowledge, and enrichment which aid the individual in reaching his fullest human potential.

Within this philosophy of school-community relationships, the school shall develop a program which exhibits a belief in the dignity and worth of each child. Thus, the school will be a center where the program and activities will be structured to provide for the daily success and growth of all students, including those whose mental, physical, or emotional handicaps may require special attention.

The community school must build upon the richness of the child's communal experience and heritage. It must guide the child to appreciate the positive values which surround him and lead him to develop his own values. His style and rate of learning must be considered in order to design and personalize steps in his learning. Likewise, the school shall provide opportunities for each child to develop talents, cultural awareness, and economic competencies to the extent of his potential. In order to become aware of himself, his relation to others, and society, the child should be free to explore those areas which make him productive in relating to society and to himself.

Believing that there must be a concern for the total well-being of the child whose physical and emotional development must not be separated from his intellectual development, we must incorporate continuous counseling and health services with instruction to provide an optimal climate for learning.

Educational Goals

As expressed in the Philosophy, Charrette participants conceived the Bird-Grant and Nash-Kirkwood replacement schools to be a resource center serving the entire community by providing educational, recreational, and health programs that would meet the needs of the community and satisfy the interests of all residents regardless of age. The physical structures were to be more than buildings for elementary age children. They were to be community school facilities offering programs what would be available day and night the year round, responsive to the desires of the community, and contribute to the liberation of the individual. The following goals were identified as those which the school and its staff should continuously strive to meet:

1. Provide activities in which the school, community and other agencies work together for the common good in areas of education, recreation, health, and cultural pursuits.
2. Be an exemplary school, always sensitive to the real needs of the community as voiced by residents living in the area.
3. Establish a system of two-way communication and cooperation through an advisory council that works with members of the community, teachers, administrators, representatives of the school board and other local agencies.
4. Serve people of all ages through an extended school day and year.
5. Offer an educational program of such quality that the school will serve as a magnetic school which attracts students from the total district.
6. Create, implement, and continue a child-centered curriculum which insures the development of academic skills, positive self-concept, and social intelligence.

Separate educational specifications were completed by the two teams and sent to Charrette participants for review at a community meeting held May 18, 1971. In general, specifications which the community approved directed the architects to design a building that would house an educational program that would permit: (1) students to learn at their own individual rate; (2) flexible teaching; (3) a continuous progress curriculum; (4) differentiated staffing; (5) team teaching; and (6) sufficient space to allow for a community-school program that meets the educational, recreational, and health needs of the community. Specifications for both Bird-Grant and Nash-Kirkwood essentially

asked for space to be committed to the following:

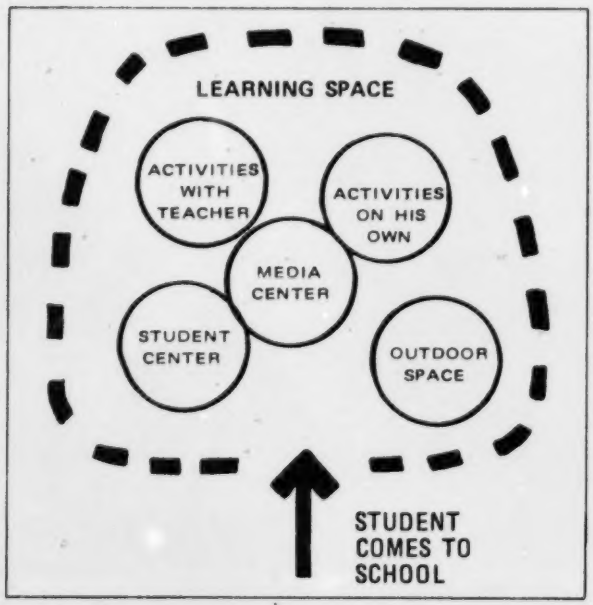
1. Area to house a pre-school
2. Three learning pods
3. Resource center
4. Gym
5. Separate cafeteria
6. Kitchen
7. Administrative offices
8. Pupil services area
9. Community room
10. Space for agency use
11. Well developed playground

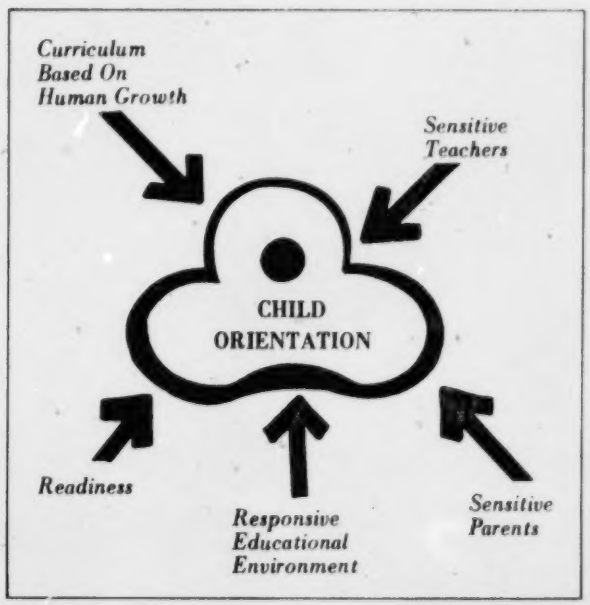
The specifications have been sent to the architectual firm of Charles Herbert and Associates who have been contracted to design the Nash-Kirkwood School and Shaver and Company who will design the Bird-Grant School. When the preliminary drawings are completed, the community review of the architects' design will be scheduled as work progresses.

In order to educate the community and the many organizations, agencies, and governmental units which provide services to their communities and to seek their support in an open public forum, Charrette participants developed preliminary proposals for presentation at jury meetings (described in the Chapter Charrette Design). The proposals call for support and action in areas which the community saw as important to building an improved community and a responsive educational program and facility.

Educational Proposals

1. The administration will seek the advice of the community Advisory Council in the selection of applicants from voluntary lists of staff.
2. All school-related personnel must be prepared to work with all children and the community harmoniously and with understanding.
3. There should be no report cards in the new schools. Parent-teacher conferences should be held four or more times per year.
4. Unless or until culturally fair achievement and intelligence tests are developed, standardized tests should not be used in schools where students may be adversely affected.
5. The threat of retention should be stopped. The school grade is only a place. Instruction should be individualized to take care of individual differences.
6. The educational program should be designed around a child-centered curriculum instead of today's subject-centered curriculum.
7. Special programs of instruction should be available to all members of the community.
8. Children with special needs should, whenever possible, be placed in the regular school setting to avoid further isolation.
9. Give attention to early childhood educational training.
10. Construct a facility to accommodate educational and community programs conducive to enrichment of the lives of the entire community.





Community Development Proposals

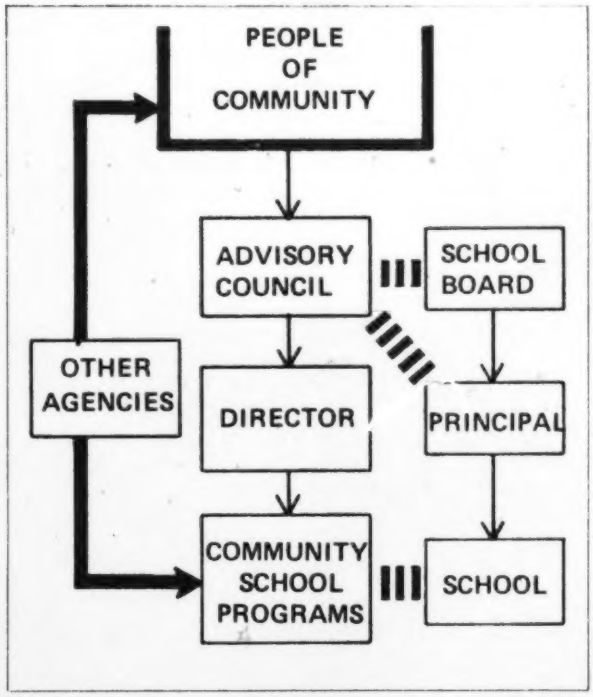
1. Establish a liaison (ombudsman) to facilitate communication between the community and existing agencies.
2. Provide extensive and frequent transportation to community programs for all residents.
3. Develop adequate library and multi-media facilities.
4. Develop mutual understanding and interaction between police and community.
5. Create appropriate facilities such as gyms, parks, lighted ball fields to assist all parents in rearing their children. More important, seek services that will help children develop physically as well as mentally.
6. Establish a relationship with existing agencies requesting them to examine and reorganize their priorities to provide physical health services, mental health services, and leisure time outlets in an attempt to meet the needs as expressed by the community.
7. Establish a committee of ten with a chairman to be responsible for investigating and getting commitment of funds, staff, and/or services for all community projects. (scholarships, goals of Charrette '71, etc.)
8. Establish a neighborhood office of the Iowa State Employment to meet the needs of the community.
9. Extend service of United Way and other social agencies into the community for food, clothing, and other needs so they are available in the neighborhood.

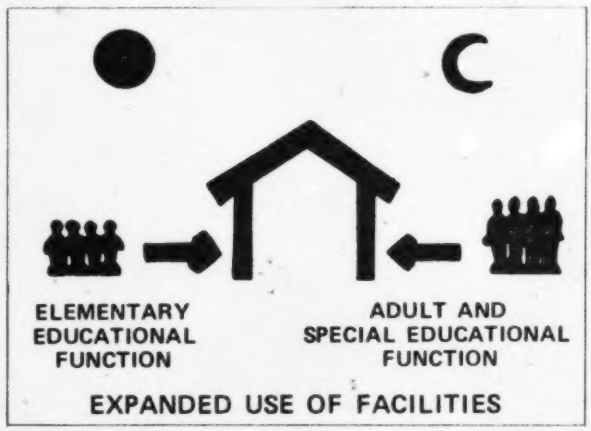
Community-School Program Proposals

The concept of a community-school was thoroughly explored in the Charrette although few formalized proposals were developed. The community indicated that schools typically have not been viewed as structures serving community needs, but rather as facilities whose primary purpose has been to transmit knowledge. Charrette participants defined a school that would be a community facility providing educational programs, recreational opportunities, and social services that would meet the needs of all age groups in the community. They envisioned a school which actively projected itself into the life of the community and which responded to the realities of that community.

In addition to references to providing child care service for residents from infancy to pre-school and programs of continuing education, two well developed proposals emerged from the discussion regarding community-school programs. They were:

1. Each new school shall have a Resident Advisory Council to assist the administration in carrying out community-school programming so that ongoing community needs and interests will be reflected in the services which are provided in the school complex.
2. The community should communicate with the school and other local agencies through an advisory council that would fit into the following administrative framework:





These proposals show a definite concern and intent that the community become active and continuing partners in building a responsive school – a true community school. It was evident that they were more interested in exploring and developing a structure and mechanism which would allow for this continuing influence than they were in defining a number of specific programs. An underlying assumption was that responsive programming would result from a solid basis of influence.

Community Advisory Council

One of the more significant events of the Charrette was the development of a Community Advisory Council composed of five members from each of the four elementary attendance areas of Bird, Grant, Nash, and Kirkwood. The Council was organized for the purpose of supervising post-charrette activities and to see that goals of the Charrette were achieved. In addition, the Council was also charged with seeing that community problems of the future were identified and resolved if at all possible.

An election was held April 22, 1971 after all Charrette participants had an opportunity to volunteer as candidates to serve on the Community Advisory Council. Voting was supervised by Charrette recorders and ballots were counted by one representative from each of the four schools. Charrette participants elected the following twenty people to the first Bird-Grant and Nash-Kirkwood Community Advisory Council:

Bird School	Grant School
Kay Shopshire	Mildred Robinson
Lena Smith	Sue Witthamp
Raymond Bates	Josephine Locke
Clifford Terrell	Earl Hutchinson
Josephine Jones	Gaynelle Narcisse
Nash School	**Kirkwood School**
Charlotte Bueford	Dick Lowery
Jane Larson	Bill Schmidt
Kathryn McGregor	Vern Peverill
Brenda Carter	Roy Green
Robert Lewis	Lynn Clutter

The Charrette authorized and charged the newly elected Community Advisory Council to work in behalf of the community until the two new replacement schools were opened and operating, and until an Advisory Council for each of the new schools would be elected sometime in 1972.

Participants' Evaluation Of Charrette

An important "product" of any event is how the people who were involved in that event feel about it. Did they see it as worthwhile? Were they personally satisfied with their role in activities? Did they feel that their concerns were reflected in the planning that took place? Did they learn and grow because of their experience?

To get this kind of information Charrette participants were asked to respond to two evaluation instruments which were modified from instruments which had been obtained from the Facilities Engineering and Construction Agency of the Department of Health, Education, and Welfare. Tables I and II show the materials to which participants responded and also summarize how they responded.

The Charrette opinionaire containing the ten questions found in Table I was administered April 16, 21, and 23. Only the results of the first and final opinionaire, however, will be used in this evaluation. The second opinionaire was omitted due to similarity of results of the last questionaire and the need to keep this report brief.

Table I reveals that eight of the ten questions found on the opinionaire were answered positively by fifty percent or more of those responding. Participants were reasonably satisfied that: (1) the Charrette discussed community problems that really exist and are considered important, (2) they became more aware of community problems and needs, (3) they would participate again if given the opportunity, (4) a broad range of views were presented in the Charrette, (5) a meaningful dialogue was conducted between the community and school, (6) adequate information was available, and (7) they expressed a general satisfaction with the performance of various groups within the Charrette. Responses recorded on the remaining two questions concerning progress of the Charrette and success of evening forums indicated displeasure in these two areas.

When responses on the final opinionaire are compared with the participants' first reactions results show that participants viewed the Charrette process more favorably at the end than in the early stages. There was a general trend toward increased satisfaction from the first evaluation to the last on most questions. There was a significant increase in the satisfaction of participants, fifteen percent or more, with respect to views represented, progress of Charrette, and having adequate information.

In conclusion, participants expressed a relatively high level of satisfaction with the Charrette as a planning process. The opinionaires showed participants became increasingly satisfied with the Charrette as they became more acquainted with the process.

A questionnaire was administered the last day of the Charrette to over one hundred persons participating in the ten-day event. Statements and/or questions used in the final evaluation may be found in Table II. Responses to the statements are summarized by showing the percentage agreeing or disagreeing with each statement. In general, Table II shows that participants were satisfied with the Charrette, that participation in this planning process aroused interest in community and educational problems, that adequate information and assistance was provided by consultants, and that the Charrette was viewed more favorably than other meetings Charrette participants had experienced previously.

Participants revealed a relatively high degree of suspicion at the beginning of the Charrette. However, this distrust diminished toward the end of the Charrette. Some continued skepticism is shown by eighty-four percent of the participants who believe that "the community will have to be a watchdog to be sure the Charrette work does not go down the drain."

The Charrette was more than a planning process. It was an exercise that developed better human relations. People were brought together. They listened and reacted to one another. They learned to respect and understand each other. Above all, the Charrette changed feelings about other people and their beliefs. This was best expressed by a Charrette participant who wrote:

> "Being relatively unexposed to such a wide variety of people and in this capacity, I had little chance to grow and expand. I sincerely appreciate this opportunity and intend its effects to continue in my life."

In addition to asking for responses to specific statements, the questionnaire encouraged participants to give additional opinions and responses by asking open-ended questions. Comments which are representative of all participants follow:

What did you expect to accomplish as a participant in the Charrette?

> "To help plan a school that employed the best facilities and programs possible to further education in our communities."

> "Have more input in what the school system teaches and does to my children."

> "To help get the community more involved in the school."

How satisfied are you with the way the community was represented in the Charrette?

> "Not a wide enough spectrum of representation from the community."

"No one outside of Charrette cared."

"Everyone who wanted to be here had the opportunity."

If you think the Charrette was entirely different from other meetings you have attended, please explain.

"I liked having my say! and having good listeners."

"People expressed opinions which were respected if not accepted."

"All were involved, not just a few people."

Do you feel that the Charrette changed your feelings about other people and their beliefs? Please explain.

"Made me more aware of other people and their feelings."

"Begin to believe that the establishment will make an effort to listen and work together."

"Yes, especially with the central administration - better understanding was gained."

How could the staff have put on a better Charrette?

"More young people."

"Get more public."

"Night meetings were run poorly."

"Very well done as it was."

Epilogue

One of the Charrette Steering Committee members, after laboring many months to help set up the Charrette, commented as the Charrette actually got under way, "What Charrette touches it changes." This was beautiful sentiment, one that furnishes evidence that Charrette, a process and vehicle for planning, had indeed begun to make its impact felt. The comments of many Charrette participants gave testimony that they had been touched in very real ways and often acknowledged changes they had personally felt.

As Charrette was slowly closing down on its final day, a community resident who had been involved in what he considered his first real chance at leadership stopped to express his sentiments before he left. With a reflective manner in which it was almost possible to sense a replay of the countless experiences which had had meaning to him over the many months, he said, "This has been one of the most important experiences in my life." He had been significant! He had been heard! He had listened! He had been touched! and yet, we don't know, in a total sense, what has really been touched by Charrette and what kind of changes have occured or are likely to occur.

It would be an unfortunate mistake to view the Charrette as a culminating event. Rather, there are compulsive reasons to view it as a beginning. The pathology of problems standing in the way to improved education and life conditions in these communities quickly dispenses any notion that any single event, no matter how intensive and comprehensive, can by itself, affect these problems in a lasting way. The Charrette was a beginning in the development of potential partnerships within the communities and between the communities and the institutions which serve them. Institutions must continue to work with communities to further define and make operational those goals established in Charrette lest the communities feel they have said all that needs to be said, done all they need to do, and now just have to sit back and wait for things to happen. Likewise, the communities must continue to forge partnerships with institutions important to the accomplishment of their goals lest these institutions fail to take seriously the community's desires and their ability to work constructively toward these purposes.

It behooves the Des Moines community to view the Charrette as an initial investment which must be nurtured, for in numerous ways the larger community shares in the pathology of those problems being faced in the inner city community. The Charrette process focused on problems created by our past failures. Des Moines support of these communities' efforts to help themselves must be forthcoming if we value for others what we value for ourselves—good education, safe neighborhoods, places to play, a chance to work, and freedom of choice. These were Charrette themes. To nurture the investment in Charrette, there will be additional costs in terms of time, energy, and money. It is also important to realize that a failure to nurture the investment made in Charrette will [illegible] costly to the aspirations of people and their communities.

A member of the board of education, after attending and participating in a number of Charrette meetings observed, "This is the most intense and thorough discussion of education that I have seen in Des Moines." There is no doubt that the willingness and desire to engage in serious, long term discussion about education for the Bird, Grant, Nash, and Kirkwood areas was impressive. There is also no doubt that there was a very constructive emphasis which produced a minimum of blaming and scapegoating. The

focus was on building a program and a school which would alleviate, or at least begin to deal more effectively, with the problems faced in the communities presently.

The basic goals identified by Charrette are goals which are represented in the aspirations and hopes of the great majority who will be reading this report. Charrette is a vehicle which can be evaluated in a number of ways. You can evaluate the effects of this vehicle on the people who took part in Charrette. This evaluation has been made. You can evaluate the extent to which the Charrette, and the progress it promotes, touches those in the community who were not directly involved with the Charrette and, finally, you can evaluate the extent to which the goals of Charrette have been achieved. These evaluations are incomplete and cannot be made until more time passes.

Participants have indicated that the Charrette, as an event, was personally satisfying. The total Des Moines community needs to be concerned that in the coming months progress is made toward achieving Charrette goals and that the Charrette becomes an event that has significance for a larger part of the community. When a positive evaluation is possible in these areas, Charrette will have served its purpose.

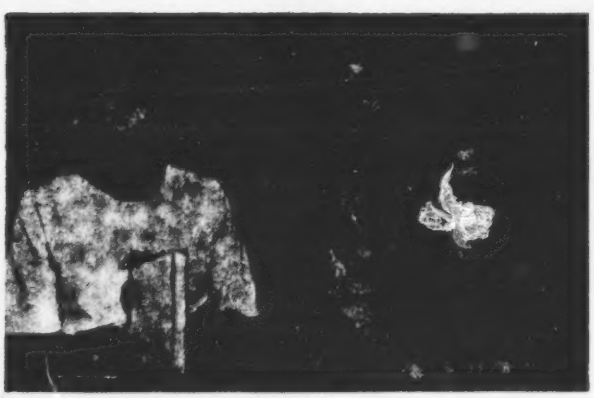
Budget

Funds to conduct a Charrette typically come from a variety of local, state, and federal sources and are usually committed by organizations other than the sponsoring agency. This fact holds true for the Des Moines Charrette as well when *in-kind contributions are not included in determining sources of financial assistance. The total Charrette budget proposed for the Des Moines Educational Facilities Charrette was $54,700. Of this amount $37,700 was provided by agencies, organizations, and institutions other than the Des Moines Public School System which sponsored the Charrette.

A listing of the sources of financial assistance does not reflect the many in-kind contributions which are equally important to the success of the Charrette process. A financial accounting, however, would not be complete without reference to those agencies, organizations, business, industry, and institutions that made major non-financial contributions to the Charrette. Substantial in-kind contributions were made by the Des Moines Public Schools, Drake University, and Polk County Superintendent's Office. Other organizations making major in-kind contributions were as follows:

Chamber of Commerce
Child Guidance Clinic
Des Moines Taxpayers Association
Greater United Way
Iowa Children and Family Service
Iowa Power and Light Company
Northwestern Bell Telephone
Polk County Social Services
Sears Roebuck and Company
Settlement House Association
Teacher Corps
Junior Chamber of Commerce

*A contribution is "in-kind" if it consists of the use of services or property without charge.

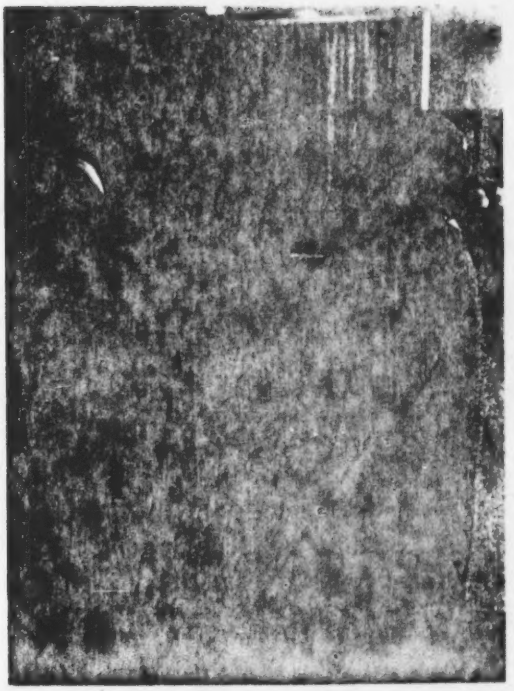


Budget Breakdown

Facility to house Charrette	$ 1,200
Salary and expenses for	
Community participants	28,000
Consultants and resource persons	13,000
Discussion leaders and recorders	5,500
Charrette staff and supplies	2,300
Child Care	800
Publicity and Final reports	2,800
Steering committee expenses	1,100
TOTAL	$54,700

Sources of Funds

Model Cities	$20,000
Polk County Superintendent's Office	5,000
Des Moines Public School System	15,000
Drake University	1,000
*Chamber of Commerce[1]	600
*Title I[2]	11,000
*Title V[3]	3,000
TOTAL	$55,600*[4]



*Footnote:

[1]Chamber of Commerce funds were given to cover rental costs of facility to house Charrette.

[2]Title I funds were spent for consultant and resource personnel.

[3]Title V funds were spent for discussion leaders and recorders plus cost of pamphlet to report Charrette results.

[4]The budget established for the Charrette did not contain funds for continuing to support the development and implementation of Charrette goals. Experience with this and other Charrette indicates some funds should be made available for continued involvement with community. Consequently, funds which exceed the sum established in the original budget were solicited and account for this sum being larger than the total costs allowed for in the budget.

Charrette Opinionnaire

Table I

Opinionaire Items		Percentage Answering "YES" (10 20 30 40 50 60 70 80 90 100)
1. Do you feel the problems being discussed are really the ones that exist?	1st	82%
	2nd	89%
2. Has the Charrette made you more aware of problems in the four communities?	1st	89%
	2nd	94%
3. Would you serve in another Charrette if one were planned for this area?	1st	78%
	2nd	87%
4. Is there a broad representation of views present in the Charrette?	1st	74%
	2nd	89%
5. Are you satisfied with the progress of this Charrette?	1st	45%
	2nd	76%
6. Are important community issues being discussed in Charrette sessions?	1st	82%
	2nd	87%
7. Have the evening sessions served their intended purpose of involving community?	1st	36%
	2nd	44%
8. Has the Charrette produced meaningful dialogue between community and school?	1st	60%
	2nd	76%
9. Do you feel you have had adequate information to keep discussions productive?	1st	67%
	2nd	82%
10. Do you feel the following persons are fulfilling their responsibilities?		
Community residents	1st	63%
	2nd	75%
Discussion leaders	1st	92%
	2nd	85%
Visiting consultants	1st	78%
	2nd	81%
Recorders	1st	92%
	2nd	97%
Graphic interpreters	1st	87%
	2nd	87%
Coordinators	1st	91%
	2nd	89%

Charrette Questionnaire

Table II

Questionnaire Items		Percentage Responding
1. How well do you think the Charrette worked?	Very well	69
	Fairly well	29
	Not very well	2
	Not well at all	0
2. How did taking part in the Charrette affect your interest in community and educational problems? Did you feel more interested, less interested, or about the same?	More than before	89
	Less than before	1
	About the same	10
3. How satisfied are you with what you accomplished in the Charrette?	Completely satisfied	46
	Fairly satisfied	46
	Fairly dissatisfied	8
	Completely dissatisfied	0
4. How satisfied are you with the educational programs proposed for the schools that will be in the building?	Completely satisfied	58
	Fairly satisfied	40
	Fairly dissatisfied	1
	Completely dissatisfied	1
5. How satisfied are you with the way the community was represented at the Charrette?	Completely satisfied	41
	Fairly satisfied	46
	Fairly dissatisfied	8
	Completely dissatisfied	5
6. I feel now that the community will have to be a "watchdog" to be sure the Charrette's work doesn't go down the drain.	Agree	84
	Disagree	16
7. I feel that our group in the Charrette paid more attention to the experts than to the people like me.	Agree	12
	Disagree	86
8. I don't think our group had enough information from the experts and consultants.	Agree	16
	Disagree	84
9. Most of us have attended meetings where we sat and listened while either a speaker or a panel of experts did most of the talking. How does the Charrette compare with other meetings you have attended?	Better	83
	About the same	13
	Not as good	4
10. Do you feel that the Charrette changed your feelings about other people and their beliefs?	Very much	46
	Some	41
	Not very much	7
	Not at all	6

	How I felt when I first came to Charrette:	How I felt when Charrette was over:
11. The establishment didn't really care what folks like me thought.	Agree 53	Agree 10
	Disagree 47	Disagree 90
—We were just there to rubber stamp something already planned.	Agree 33	Agree 10
	Disagree 67	Disagree 90
—The community people would have a chance to make some real improvements in education.	Agree 89	Agree 97
	Disagree 11	Disagree 3
—It would end up with the establishment running things.	Agree 46	Agree 17
	Disagree 54	Disagree 83

Charrette Participants

Community Full-time

Bird-Grant

Al Breitbach, Jr.
Dorothy Eubanks
Josephine Jones
Billy Mayes
Gaynelle Narcisse
Mildred Robinson*
Anita Swanson
May Wyatt
Irene Thull
Raymond Bates
John Erickson
Mary Ewing
John Calhoun
William Davis
Susan Foard
Lydia Merritt
Rev. Oscar Peavy
Kay Shopshire
Clifford Terrell
Josephine Locke
Harvey Benning
Willetta Carter
Joseph Dollar
Janice Forney
Lynda Lucas
Caroline Pokerwinski
Lena Smith*
Ina Williams
Earl Hutchinson
Camille Bradley
Vera Crawford
Nina Erickson
Martha Fowler
Mary Massey
Pat Miller
Angela Robinson
Michael Stewart
Sue Witthamp
Amos Holt
Betty Anderson
Renaldo Bartholomew

Nash-Kirkwood

Darlene Avant
Phillip Bryant
Thomas Clyce
James Love
Beverly Quinn
Bill Schmidt
Susan Wight
Marlene Hall
LaVonne Alexander
Barb Baker
Charlotte Bueford
Cella Dayton
William Evans
James Hoctel
Jane Larson
Jeanette Marshall
Virgil Robinson
Willi Suggs
Phyllis Williams
Robert Williams
Linda Anderson
Mae Bonds
John Clark
Pat Dunn
Eury Ewing
Steve Larson
Margy Hoffman
George Ruhmland
Debbie Wheeler
Laretta Kracht
Wilma Bruce
Lynn Clutter
Kay Egan
Curtie Jo Jackson
Kathryn McGregor
Betty Secor
Johanna Wheeler
Charlesetta Woodall
Roxsetta Walker
Kathryn Bryson
Dick Lowery
Vern Peverill*

*Also members of developmental teams.

Community-at-Large

Bird-Grant

Betty Biondi
Nelda Sample
Lucille Smith
Linda Dishman
Oscar Whitehead
Florence Buhr
Ada Jackson

Nash-Kirkwood

Barbara Bellizzi
Ruth Rhoades
Beverly Walters
Hazel McGuire
Livie Neal

Agencies — Institutions — Organizations

Drake University

Russ Abell – Acting Chairman, Department of Teacher Education
Dick Brooks – Associate Professor, Research
Marvin Fellers – Assistant Dean, College of Education
Ray Hock – Associate Professor, College of Education
Terry Penniman – Assistant Professor, Special Education
Barbara James – Assistant Director, Teacher Corps
Bruce Vennard – Associate Professor, College of Education
Ralph Wagoner – Chairman, Department of Teacher Education
Bob Whitt – Chairman, Department of Education Administration
Louis Heger – Assistant to the Dean, College of Education

Des Moines Public Schools

1. Teachers
   Robin Burstein – Bird School
   Pearlie Chandler – McKee School
   Sue Donielson – Elmwood School
   Merritta Florence – Granger School*
   Betty Hoyt – Grant School*
   Jane Sharp – Kirkwood School*
   Gretchen Shoemaker – Nash School
   Betty Williams – Howe School*
   Richard Williams – Bird School*
   Jeanette Wright – Cassady School*
   Carol Charling – Irving Junior High School*
2. Principals
   Howard Hart – Nash School
   Robert McGraw – Kirkwood School
   Olive Devine – Bird School*
   Bernard Miller – Grant School*
3. Others
   Robert R. Denny, Assistant Superintendent for Education
   Deane Haerer, Director of School-Community Relations
   Leroy Mitchell, Coordinator of Community School, Hiatt Junior High School
   Carroll Childs, Director of Music Education*
   Jack Gibbons, Assistant Director of Personnel*
   James Wise, Supervisor of Instructional Media*
   Louise Silver, Consultant Teacher, Elementary*
   Jack Owens, Supervisor of Language Arts*
   Frank Hildreth, Coordinator of In-service and Student Teaching

*Also members of developmental teams.

City of Des Moines

Jim Grant – City Planning
Mary Gray – City Library
Kathryn Krieg – Recreation Commission
Rod McDonald – Director of City Library
Charles Morrison – City Government
Lt. John Swan – Juvenile Bureau
Melvin Lightner – Public Health Education

Model Cities

Bill Callahan – Senior Educational Planner
Dick Wright – Assistant Director

Settlement House Association

Harold Riedel

United Way

Marguerite Cothorn
David Banowetz

Junior Chamber of Commerce

John Pacquette

Iowa Children and Family Services

Betty Turner
Lawrence Scales

Chamber of Commerce

Jack Kirkwood

Higher Educational Facilities Study

Henderson Davis
Shirley Woods

Polk County Department of Social Services

Leland Ahern

Child Guidance Clinic

Marilee Fredricks
Charles Palmer

Polk County Schools

Bill Clark
Joe Mallard
Marl Ramsey

Des Moines Taxpayer Association

Terry Smith

Teacher Corps

Johny Burks
Veola Clark
Wilbert Coleman
Jackie Jones
William Marshall
Ron Larson
John Warden

Charrette Staff

Consultants

Ron Stodghill – Association for Supervision and Curriculum Development, Washington, D.C.

Floyd Perry – Director of Center for Urban Studies, Wichita State University, Wichita, Kansas

Barbara Simmons – Area Institute for Development of Staff Washington, D.C.

Consultants

Sylvia Obradovic – Far West Lab for Research and Development, Berkeley, California

Joahn Brown – Consultant, Harvey, Illinois

Harold Pollard – Assistant Dean of Students, Iowa State University, Ames, Iowa

Discussion Leaders

Barbara James
Dick Lowery
Earl Hutchinson
Roy Green
Vern Peverill
James Shopshire
Bob Miranda*

Recorders

Susan West
Brenda Carter
Larry Dameron
Connie Ruths
Mary Flaherty
Pat Rose
Jean Ginsberg

Graphic Interpreters

Stephen Weeks – Minneapolis, Minnesota
Daniel Weinbach – University City, Missouri
Jeremy Mayberg – Minneapolis, Minnesota
Tom Ellison – Minneapolis, Minnesota
Chuck Kubat – Minneapolis, Minnesota
Tim McCoy – Minneapolis, Minnesota
Denny Duer – Ames, Iowa

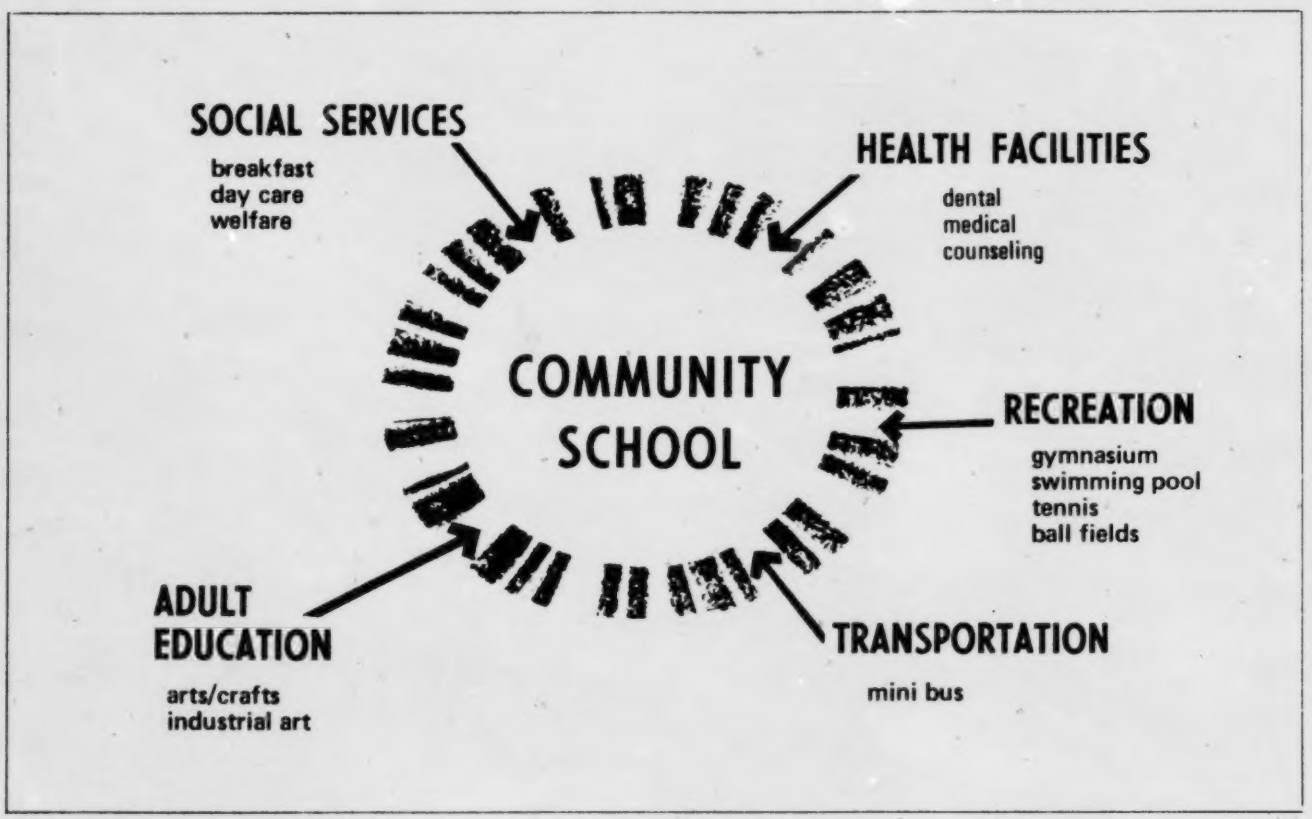
*Also members of developmental team.

Secretaries

Norma Lowery
Doris Johnson
Helen Hindal

Coordinators

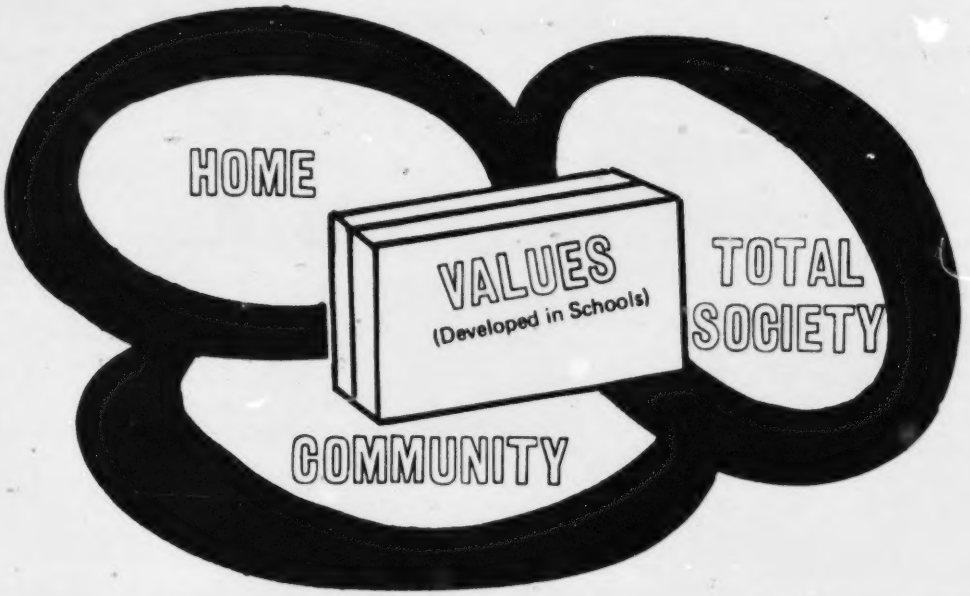
Charles Link, Nash-Kirkwood*
Don Brubaker, Bird-Grant*

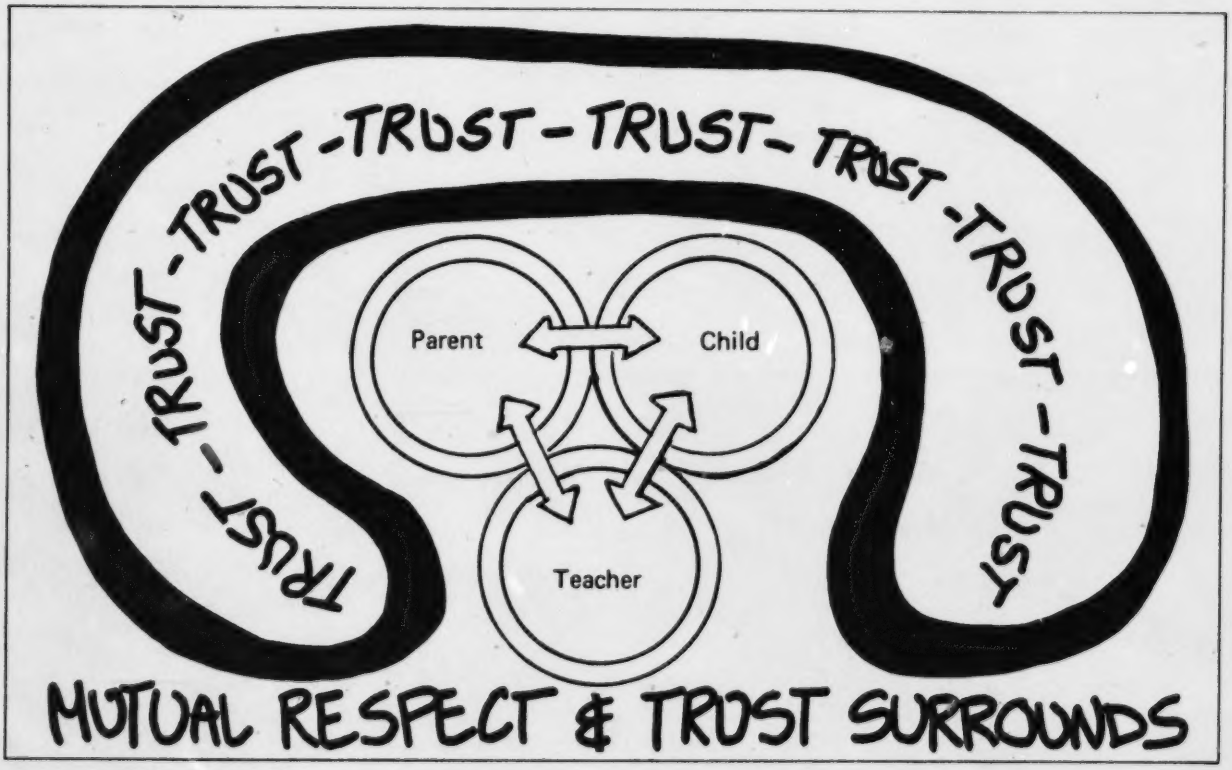


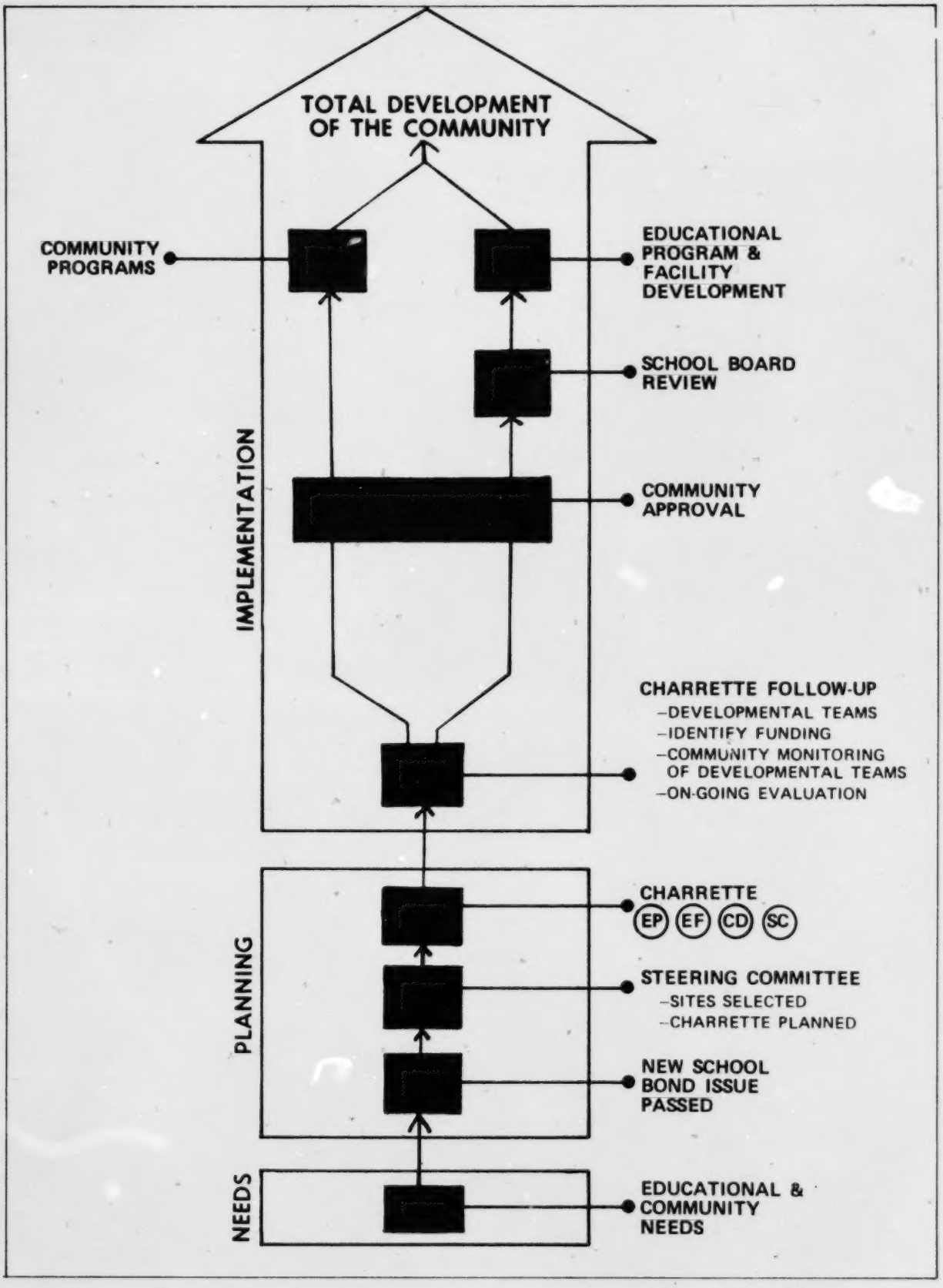
Calendar Of Events

Board of Education Approved the Superintendent's Recommendation to Use the Charrette to Plan the Two New Replacement Schools	November 17, 1970
Began Radio, Television, and Newspaper Coverage and Publicity on Use of Charrette	November 28, 1970
Started Meeting in the Four Elementary School Attendance Areas to Acquaint Residents with Charrette	December 1, 1970
Began Series of Community Meetings to Identify Candidates and Elect Residents to Charrette Steering Committee	December 15, 1970
Majority of Funds to Conduct Charrette Were Committed	December 17, 1970
First Meeting of Charrette Steering Committee	December 22, 1970
Representative from Office of Health, Education, and Welfare Spoke at Public Meetings on the Use of the Charrette	January 12, 1971
Held Luncheon to Acquaint Representatives from Local Agencies, Organizations, and Institutions with the Charrette	January 13, 1971
Charrette Steering Committee Elected Chairman, Vice-Chairman, and Secretary	January 18, 1971
Began Distribution of Applications in the Community for Charrette Participation	March 18, 1971
Members of the Steering Committee Selected the Eighty Residents who would Participate in the Charrette	March 23, 1971
Final Meeting of Charrette Steering Committee	March 29, 1971
Board of Education Approved the Steering Committee's Site Selections	March 30, 1971
Conducted Training Workshop for Persons Serving as Charrette Discussion Leaders	April 7, 1971
Held Orientation for Charrette Staff	April 12, 1971
Charrette Started	April 13, 1971
Conducted the First of Two Juries to Present Charrette Proposals to Community and School Authorities	April 21, 1971
Charrette Participants Held Election for Community Advisory Council	April 22, 1971
Charrette Ended	April 23, 1971
Developmental Teams Started Working for Two Weeks on Educational Specifications	April 26, 1971
First Meeting of Community Advisory Council	May 11, 1971
Community Residents approved Educational Specifications for Presentation to School District	May 18, 1971
Educational Specifications were sent to Architects	May 24, 1971

Help Children Develop Values in Harmony with Best Interests of Home, Community and Total Society.






TOTAL DEVELOPMENT OF THE COMMUNITY
COMMUNITY PROGRAMS
EDUCATIONAL PROGRAM & FACILITY DEVELOPMENT
SCHOOL BOARD REVIEW
COMMUNITY APPROVAL
IMPLEMENTATION
CHARRETTE FOLLOW-UP
-DEVELOPMENTAL TEAMS
-IDENTIFY FUNDING
-COMMUNITY MONITORING OF DEVELOPMENTAL TEAMS
-ON-GOING EVALUATION
CHARRETTE
EP EF CD SC
STEERING COMMITTEE
-SITES SELECTED
-CHARRETTE PLANNED
NEW SCHOOL BOND ISSUE PASSED
PLANNING
EDUCATIONAL & COMMUNITY NEEDS
NEEDS